REPORT RESUMES

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STUDY OF PERIODICALS AND SERIALS IN EDUCATION. FINAL REPORT.
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A STUDY WAS CONDUCTED TO IDENTIFY ENGLISH LANGUAGE PERIODICALS RELATING TO EDUCATION, TO ANALYZE THE COVERAGE AND TREATMENT OF THE PERIODICAL LITERATURE PERTINENT TO EDUCATION BY AVAILABLE ABSTRACTING AND INDEXING PUBLICATIONS, AND TO IDENTIFY ANY DEFICIENCIES IN THAT TREATMENT. A BASIC LIST OF 357 PERIODICALS, APPROXIMATELY 55 PER CENT OF WHICH WERE WHOLLY WITHIN THE FIELD OF EDUCATION, WAS COMPILED THROUGH USE OF A QUESTIONNAIRE SURVEY. A SAMPLE OF ARTICLES WAS SELECTED, AND AN ANALYSIS WAS MADE OF THEIR TREATMENT BY TEN SECONDARY PUBLICATIONS, INCLUDING "EDUCATION INDEX," "PSYCHOLOGICAL ABSTRACTS," "EDUCATIONAL ADMINISTRATION ABSTRACTS," AND "SOCIOLOGICAL ABSTRACTS." "EDUCATION INDEX," THE ONLY PURELY INDEXING PUBLICATION STUDIED, COVERED THE LARGEST NUMBER OF PERIODICALS WITHIN EDUCATION, AND CITED ALL ARTICLES PUBLISHED IN THE JOURNALS IT COVERED. THE NINE ABSTRACTING PUBLICATIONS COVERED A WIDER RANGE OF JOURNALS OUTSIDE EDUCATION, BUT WERE SELECTIVE IN THEIR TREATMENT OF ARTICLES IN THE JOURNALS THEY COVERED. AN ADDITIONAL QUALITATIVE ANALYSIS OF THE SECONDARY COVERAGE OF THE EDUCATION LITERATURE WAS MADE, BASED ON SURVEY RESPONDENTS' DESCRIPTIONS OF THEIR USE OF SECONDARY PUBLICATIONS, AND A SERIES OF DESIRABLE FEATURES FOR SECONDARY COVERAGE OF THE LITERATURE WERE DEVELOPED. THESE FEATURES INCLUDED--(1) COVERAGE OF A BROAD RANGE OF JOURNALS FROM EDUCATION AND RELATED FIELDS, (2) CLEAR DEFINITION OF THE PUBLICATION'S SCOPE, WITH CONSISTENTLY APPLIED PROCEDURES FOR THE SELECTION OF ARTICLES TO BE INCLUDED, (3) AVAILABILITY OF INFORMATION THROUGH ONE OR A FEW SECONDARY SOURCES, AND WIDE AVAILABILITY OF THESE SOURCES, (4) IF POSSIBLE, THE INCLUSION IN THE SYSTEM OF MEANS OF ACCESS TO THE ARTICLES COVERED BY THE SYSTEM, (5) INCLUSION OF ABSTRACTS FOR ARTICLES COVERED, (6) CLASSIFICATION OF ENTRIES WITHIN A SECONDARY PUBLICATION, (7) AUTHOR AND SUBJECT INDEXING, USING A FLEXIBLE, FREQUENTLY REVISED INDEXING VOCABULARY, AND (8) RELATIVELY FAST COVERAGE OF ITEMS. (AUTHOR/CM)

TO BE INCLUDED, (3) AVAILABILITY OF INFORMATION THROUGH ONE OR A FEW SECONDARY SOURCES, AND WIDE AVAILABILITY OF THESE SOURCES, (4) IF POSSIBLE, THE INCLUSION IN THE SYSTEM OF MEANS OF ACCESS TO THE ARTICLES COVERED BY THE SYSTEM, (5) INCLUSION OF ABSTRACTS FOR ARTICLES COVERED, (6) CLASSIFICATION OF ENTRIES WITHIN A SECONDARY PUBLICATION, (7) AUTHOR AND SUBJECT INDEXING, USING A FLEXIBLE, FREQUENTLY REVISED INDEXING VOCABULARY, AND (8) RELATIVELY FAST COVERAGE OF ITEMS. (AUTHOR/CM)

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STUDY OF PERIODICALS AND SERIALS IN EDUCATION

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U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Final Report

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Study of Periodicals and Serials in Education

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U. S. DEPARTMENT OF
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CONTENTS

Page

SUMMARY..1

INTRODUCTION...4

CHAPTER I: IDENTIFICATION OF PERIODICALS RELATING TO EDUCATION, SURVEY STUDY OF PERIODICAL USE..6

Background...6
Development of Questionnaire...7
Survey Sample..8
Survey Results...9
Subject Matter Fields of Respondents..................................21
Periodicals List Developed Through Survey.............................26
Use of List of Journals Based on Readership Data......................27
Summary...28

CHAPTER II: ANALYSIS OF COVERAGE AND TREATMENT OF PERIODICAL LITERATURE BY ABSTRACTING AND INDEXING PUBLICATIONS RELATING TO EDUCATION...30

Introduction..30
Secondary Publications Studied..30
Aspects of Secondary Coverage and Treatment Studied...................31
Analysis of Coverage and Treatment Data...............................32
Coverage and Treatment Analysis of Secondary Publications: Coverage of Journals and Articles....................................33
    Coverage of Journals and Titles...................................33
    Results of Study of Treatment of Sample Journals and Articles.....39
Coverage and Treatment Analyses of Abstracting Publications: Potential Subject Slanting in Abstracts...........................43
Coverage and Treatment Analyses of Secondary Publications: Time Lag..45
Coverage and Treatment Analyses of Secondary Publications: Classification and Indexing Treatment..............................47
    Other Types of Indexes..48
    Indexing Vocabularies Used..48
    Depth of Indexing...48
Summary...49

CHAPTER III: DESIRABLE FEATURES OF SECONDARY COVERAGE OF THE ENGLISH LANGUAGE PERIODICAL LITERATURE RELATING TO EDUCATION................50

Introduction..50
Dimensions of the Relevant Literature.................................50

Desirable Features of Secondary Coverage of the Literature......51
Coverage of Subjects and Journals..........................52
Selection Procedures.......................................52
Speed of Coverage (Time Lag)...............................53
Availability of Secondary Publication(s) or Service(s).....53
Abstracts..54
Indexing and Classification................................55
Summary..57

APPENDIXES...58

Appendix A.--Educational Serials Survey Questionnaires, (Pretest and Final Versions)......................................58
Appendix B.--Sampling Procedures Used in Educational Serials Survey..69
Appendix C.--Alphabetical List of Periodicals Read by two or More Educational Serials Survey Respondents....................71
Appendix D.--Descriptions of Secondary Publications.............83
Appendix E.--List of Journals From Which Sample Articles Were Selected for Secondary Treatment Analysis.....................108

LIST OF TABLES

Table Page

1 Most Time-Consuming Activity Reported by Title III, RIE/CPI, and Total Respondents...10

2 Type of Institution in Which Title III, RIE/CPI, and Total Respondents Were Employed.......................................12

3 Main and Second Activities of All Respondents.................13

4 Respondents' Main Activity and Activity Most Requiring Them To Seek Information...15

5 Respondents' Main Activity and Activity Needing Most Information..16

6 Main Activity of Respondents by Type of Employing Institution...17

7 Mean Number of Secondary Publications Used, By Type of Institution in Which the Respondents Work.......................18

8 Mean Number of Secondary Publications Used, By Activity of Respondents..19

9 Number and Percentage of Respondents at Each Type of Institution Who Have Used Each Secondary Publication During the Past Year..20

Table Page

10 Number and Percentage of Each Activity Group Reporting Use of Secondary Publications....22

11 Major Subject Matter or Professional Field of Respondents and Subfield....24

12 Coverage of Readership List of Periodicals by Secondary Publications....34

13 Journals Covered by One or More Secondary Publications....38

14 Coverage by Secondary Publications of Sample Journals Studied...40

15 Coverage of Sample Articles by Secondary Publications....41

16 Extent of Multiple Coverage of Relevant Articles....42

17 Subject Treatment of Sample Articles by Secondary Publications..44

18 Mean Time Lag - Secondary Publications....46

SUMMARY

The present study has been concerned with the abstracting and indexing treatment of the English language periodical literature relating to education.

The three main objectives of the study have been: (1) Identification of the English language periodical literature relating to education; (2) analysis of the present coverage and treatment of this literature by the existing secondary publications in education and related fields; and (3) identification of any deficiencies in the present coverage of the literature.

In order to identify a group of periodicals relating to a wide range of areas in education, the relevance of periodicals was defined in terms of their regular use by people active in a variety of activities, subject areas, and work settings in and relating to education.

A questionnaire asking about individuals' use of periodicals and secondary publications was developed and sent to a sample of 1,077 individuals selected from holders of U.S. Office of Education Bureau of Research grants and contracts, personnel of Title III projects (which are primarily concerned with innovation in the schools), authors of documents abstracted in Research in Education, and directors of U.S. Office of Education Regional Laboratories, R & D Laboratories, and Educational Resources Information Center Clearinghouses.

A total of 607 questionnaires were returned and used in the data analyses. Approximately half (51.6%) of the respondents reported administration as their most time-consuming activity, while 18.3% reported teaching, 21.1% reported research, and the remainder (9.1%) listed a variety of other activities, including counseling and guidance, consulting, project planning, and writing.

Most respondents were employed either in the schools (42.7%), or in colleges or universities (47.0%), with a small additional group (10.3%) employed in other types of institutions or organizations.

The questionnaire asked respondents to list all periodicals they had read or scanned regularly (nearly every issue) during the past year. Useable responses to this question were provided by 562 respondents, and a list of all periodicals read regularly by two or more respondents was compiled. This list included a total of 357 periodicals, titles for 342 of which could be positively identified. Nearly half of the total group of periodicals were from fields other than education, although the proportion of journals within education was greater among the periodicals read by the largest number of respondents.

In the next stage of the study, the treatment of the journals by available secondary publications was analyzed. A group of ten secondary publications, including Education Index, Psychological Abstracts, and

Child Development Abstracts and Bibliography, was studied.

The number and percent of the total list of journals that were listed as covered by each secondary publication were determined. Education Index covered slightly over half (55.2%) of the journals within education, but practically none of the journals of other fields, while the coverage of these other journals (from fields such as psychology, sociology, and linguistics) was greater among the other secondary publications. No secondary publication listed more than 40% of entire list of the journals among the ones it covered.

A sample of articles was drawn from 96 of the most widely read journals, and the treatment of the individual articles by the secondary publications was studied. All of the nine abstracting publications studied were selective in their coverage of articles within the journals they cover, with most abstracting only a small proportion of the sample articles from the journals they covered. Psychological Abstracts was the only secondary publication that covered as many as half of the sample articles published in the journals it listed as covered.

The coverage of the total group of sample articles by the abstracting publications was low: only about one-third of the entire sample of articles were abstracted by even one of the abstracting publications.

Education Index cites all articles published in the journals it covers, and covers a larger number of the education journals than do any of the abstracting publications. However, the information Education Index provides on each article is limited to the citation of the article and the subject headings assigned. Moreover, Education Index's coverage is restricted to journals wholly or primarily within education, and so it does not cover relevant articles published in journals of other fields.

After completion of the quantitative analysis of the coverage of the periodical literature relating to education, a further study was made of some of the qualitative aspects of this coverage. Responses to questionnaire items about the use of secondary publications were used in this analysis, and a number of desirable features for secondary coverage of the literature were identified and described. Features described that would be desirable in any comprehensive system of secondary coverage of the periodical literature relating to education included:

1. Coverage of a broad range of journals from education and related fields.

2. Clear definition of the publication's scope, with consistently applied procedures for the selection of articles to be included.

3. Availability of information through one or a few secondary sources, and wide availability of these sources.

4. If possible, the inclusion in the system of means of access to the articles covered by the system.

5. Inclusion of abstracts for articles covered.
6. Classification of entries within a secondary publication.
7. Author and subject indexing, using a flexible, frequently reviewed indexing vocabulary.
8. Currency in coverage (i.e., short time lag).

INTRODUCTION

The purposes of this study of the serial literature relating to education were:

1. To identify the English language periodicals and other serials relating to education;

2. To analyze the coverage and treatment of these periodicals by the abstracting and indexing services relating to education that are presently available; and

3. To identify the omissions and shortcomings, if any, in the present secondary coverage and treatment of periodical literature in education.

Essentially, then, this study has attempted to determine whether the present secondary coverage of the education literature is sufficiently broad, complete, and comprehensive to meet the information needs of those in education.

The first objective of this study, the identification of periodicals relating to education, required a working definition of the concept "relating to education." Because of the importance and scope of educational activities, it was decided that a broad rather than a rigid subject-matter definition of education should be used in this study. Accordingly, the use of periodicals was selected as the basic criterion of relevance. That is, the periodicals used by individuals active in the field of education were defined as "periodicals relating to education," regardless of whether their content would always be considered directly relevant.

As discussed in Chapter I of this report, a questionnaire was developed and used to identify the periodicals most frequently used by individuals working in a wide range of subject areas, activities, and institutions relating to education. A basic list of periodicals used was developed from responses to this questionnaire.

In the next stage of the study, the secondary coverage of a sample of periodicals was studied. A sample of 96 periodicals was selected from the basic readership list of periodicals, and their treatment by relevant secondary publications was studied in order to describe and analyze the present coverage of periodical literature in the field.

For the study of abstracting and indexing treatment of the periodical literature, ten relevant secondary publications were studied, ranging from Education Index (which provides the most general coverage of the education literature) to specialized education publications such as Educational Administration Abstracts, and partially relevant ones such as Sociological Abstracts. A sample of articles was drawn from each periodical and the manner in which each secondary publication treated the articleswas determined. The data collected on the treatment of the sample articles were used to calculate statistics such as number and percent of periodicals covered; number and percent of sample articles actually treated (abstracted or indexed); and mean time lag. These statistics describe some of the features of the current secondary coverage of periodicals relating to education and indicate some of the limitations of that coverage. The procedures and results of these analyses are discussed in Chapter II.

The data from the coverage and treatment analyses suggest possible changes in the secondary coverage of the periodical literature relating to education. For instance, the data show that comprehensive coverage of the whole range of relevant periodical literature is not currently available through a single source. Even Education Index, the only secondary publication that deals exclusively with education, does not cover all of even the most frequently read periodicals.

Questionnaire respondents' suggestions and their descriptions of problems they have encountered in using the secondary services presently available indicate additional changes that might be made in the secondary services and suggest a number of features that would be desirable to have included in such services.

The results of the treatment analyses and the questionnaire responses were used in the final stage of the project: the description of desirable characteristics of a secondary service covering the periodical literature relating to education.

A number of desirable features of a secondary service are discussed in Chapter III of this report.

The following chapters deal in greater detail with the procedures and findings of the three main phases of the project: (1) Questionnaire survey and journal identification; (2) analysis of secondary treatment of periodicals; and (3) discussion of main desirable features of secondary coverage.

CHAPTER I:

IDENTIFICATION OF PERIODICALS RELATING TO EDUCATION,

SURVEY STUDY OF PERIODICAL USE

Background

In the early stages of the project, several alternative bases for compiling a list of periodicals relating to education were considered and tried.

The first source tried was periodicals classified under "education" in standard reference lists such as Ulrich's International Periodicals Directory, the Standard List of Periodicals, and the America's Education Press yearbook listing of American and Canadian periodicals. Information was also collected on the library holdings of various organizations and institutions, including the National Education Association, the American Council on Education, the Harvard Graduate School of Education, and the U. S. Department of Health, Education, and Welfare.

While this method of identifying periodicals was a useful starting point for the study, it became evident that it would not lead to the development of a meaningful, comprehensive list of relevant periodicals. The basic problems with a list based on such reference lists are, first, that all periodicals categorized as "about education" are included, without evaluation of their content and, second, that all periodicals not wholly within education are excluded from the classification, even though they publish many relevant and important articles.

A second possible means for developing a list of relevant periodicals is through the counting of citations in review or other publications, a method that has been used in a number of fields, including, in education, the field of research on reading. However, since there is no recent, comprehensive publication that cites literature across the whole field of education, this method could not be employed in the present study. Because of their research emphasis, neither of the two main review publications available, the Review of Educational Research and Encyclopedia of Educational Research provided a sufficient basis for citation counting.*

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* Each of these publications had additional specific disadvantages as well. Heavy emphasis on certain topics, such as statistics, in Review of Educational Research leads to extensive citation from highly specialized journals in certain areas. Also, while a new edition of the Encyclopedia of Educational Research is being prepared, the current edition is old enough that many recent journals are not cited.

A further, more general problem presented by citation counts is that they are retrospective. That is, although they identify periodicals that have produced relevant literature in the past, they may fail to identify new, important journals and to reflect possible changes in long-established journals.

The suggestions of subject matter experts represent a third alternative method of developing a list of relevant periodicals. However, while expert advice is highly valuable, it does not in itself provide a sufficient basis for developing a list because one must rely on the opinions and evaluations of a relatively small number of people who may not represent the whole range of subjects within a field. Moreover, because of their special standing and expertise, such people may use or identify periodicals that are not as widely important to a more general, less expert group.

After these alternatives were considered and tried out, it was decided that it was necessary to consider developing a list on the basis of regular use by a large number of people active in the field. A journal list based on readership data has several desirable characteristics that lists based on reference lists, expert opinion, or citations do not share. It has a definable empirical base, which is not as true of reference lists and lists based on expert opinion. Like citations and lists compiled by experts, the readership list is evaluated, but it is evaluated in a more quantified way, since it is based on the decisions of a large number of people about the specific journals that are consistently relevant and valuable to their work. It includes journals from fields outside education that people regularly find useful in their work. And, more than either citations or reference lists, the list based on readership is current and includes new journals that cannot be identified through retrospective means such as the counting of citations.

For these reasons, a definition of relevance as measured by use was decided upon, and plans for a survey of the use of periodicals were initiated.

Development of Questionnaire

The questionnaire that was developed included three basic sections. The first was composed of background questions for use in the description of respondents. This section included questions on the person's work activities, the type of institution in which he is employed, and his present major subject field and subfield within it. The second section asked for a list (open-ended) of the serials the individual uses regularly. The third section asked questions on the secondary publications used by the respondent; the ways in which he used abstracts (open-ended); the frequency of use of secondary publications; and any problems encountered in using available secondary publications (open-ended).

The lists of periodicals regularly read by respondents were used to develop the basic overall list of periodicals, and responses to questions about the use of secondary publications provided information useful in identifying patterns of use and planning possible alternative secondary services. The final form of the questionnaire and the mailed pretest version are included as Appendix A.

The questionnaire was individually pretested with individuals in the Washington, D. C. area and, after revision, a mailed pretest version and a final version were developed and sent out. The procedures and results of the mailed pretest and the final mailing are discussed in the following section.

Survey Sample

The basic aim of the sampling procedure was to identify a group that was representative of people active in a range of subject areas, institutional settings, and work activities in and relating to education. Sampling only from special groups, such as educational researchers, or from a single organization or group of organizations, was avoided because it was feared that this would not result in sufficient variety in activities and subject areas. At the same time, the decision was made not to attempt to sample across the whole population of educators, since low response rate and relatively little use of the literature by large numbers in the sample would probably have led to less useable information than would be provided by a group active in using, producing, and distributing information on subjects of current interest in education.

The sampling base finally decided upon consisted of individuals working on Title III projects, principal investigators of projects funded by the U. S. Office of Education Bureau of Research, and authors of papers abstracted in Research in Education. Educational researchers were represented in this sample, especially in principal investigators of projects funded by the Bureau of Research. And, through the Title III group, a large number of people were included who are located in a school setting and who are active in introducing new ideas, information, and programs into the schools.

While this sampling base has certain biases, particularly in the relative representation of certain subject areas, it seemed to be the group that best met the specifications for the survey sample, and provided a sampling base of manageable size. Also, in addition to providing information on the current use of periodicals in education, a sample of active information users and producers engaged in research and other activities is likely to be most representative of the users and potential users of secondary services covering the educational literature.

The sample was drawn from three sources: Pacesetters in Innovation (a list of Title III projects initiated in 1966), Current Project

Information (a list of currently active Bureau of Research funded projects), and Research in Education (Reports Section). In addition, questionnaires were sent to all directors of ERIC Clearinghouses, Research and Development Laboratories, and Regional Educational Laboratories supported by the U. S. Office of Education.

Questionnaires were sent to a total of 1,077 individuals in the pretest and final mailing of the survey.* Of these, 456 were sent to Title III projects, 571 to project investigators and authors of papers, and 50 to Clearinghouses and Laboratory Directors. The sampling procedures used are discussed in Appendix B.

A total of 607 questionnaires were returned, representing the response to 582 (54.0%) of the 1,077 questionnaires mailed out.** The additional 25 questionnaires were additional responses from Title III projects returning more than one completed questionnaire, as described in Appendix B. All 607 questionnaires were coded and used in the data analyses, since they represented the responses of different individuals active in relevant work.

Survey Results

Of the total of 607 questionnaires returned, 257 (42.3%) were received from individuals located through Title III grants, and 350 (57.7%) from the other groups (hereafter referred to as the RIE/CPI group, the main sources from which this section of the sample was drawn). The percentage response from each group was the same as the percentage sent to the same group. Of the 1,077 individuals who received questionnaires, 456 (42.3%) were in the Title III group, and 621 (57.7%) in the RIE/CPI group (including the Laboratories and Clearinghouses).

Table 1 summarizes the most time-consuming activity reported by the two groups and by the total group of respondents. Approximately half (51.6%) of all respondents listed administration as their main

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* Differences between the two forms of the questionnaire were minor and most differences were in the open-ended questions asking for comments on available secondary publications, which are not included in the tabulations. Both forms of the questionnaire are included in Appendix A.

** An additional 41 questionnaires were returned by the Post Office, all but two of them from the RIE/CPI group. And letters were received from about 33 in the sample (21 in the RIE/CPI group and 12 in the Title III group), who were unavailable to respond (e.g., were out of the country or on leave) or who declined to respond, saying they felt unqualified, were too busy to answer, or had other reasons for not responding.

TABLE 1

Most Time-consuming Activity Reported by Title III, RIE/CPI, and Total Respondents (Number and Percentage Distribution)

Activity	Title III		RIE/CPI/Labs/CHs		Total	
	No.	%	No.	%	No.	%
Teaching	23	8.9	88	25.1	111	18.3
Administration	189	73.5	124	35.4	313	51.6
Research	15	5.8	113	32.3	128	21.1
Other	30	11.7	25	7.1	55	9.1
Total	257	99.9	350	99.9	607	100.1

activity, with about one-fifth listing teaching (18.3%), or research (21.1%); the remainder (9.1%) listed other activities, such as counseling, consulting, and writing. The distribution of main activities was different in the two groups, with the Title III group primarily in administration (73.5%), and the RIE/CPI respondents more evenly divided among teaching (25.1%), administration (35.4%), and research (32.3%).

The differences between the two groups reflect some differences in the composition of the lists from which the sample was selected. The only individual listed for Title III projects was the person to be contacted for further information, while the RIE/CPI lists gave principal investigators and authors. The cover letter sent to the Title III sample asked them to have the questionnaire completed by someone active in the work of the project, if they were not active in it themselves. Of the 257 questionnaires received from the Title III sample, 126 (49.0%) were filled in by someone other than the person who received the questionnaire. (Responses were received from 233 Title III projects; from these, the recipient of the questionnaire was one, or the only, respondent from that project in 131 (56.2%) of the cases. Of the 350 questionnaires returned by the CPI/RIE group, 309 (88.3%) were completed by the person to whom they were originally sent; the other 41 were completed by someone else, even though the cover letter asked the recipient to fill out the questionnaire himself.

Table 2 gives the distribution of respondents by the type of institution in which they were employed. Most respondents were employed either in the school system (42.7%) or in colleges or universities (47.0%). Again, major differences between the two groups are evident. Nearly nine-tenths (86.4%) of the Title III respondents were employed in the schools and school systems, while three-quarters (74.3%) of the RIE/CPI respondents were in colleges or universities. These differences in distribution are clearly related to the nature of the programs under which the projects were initiated. Title III is specifically concerned with innovation in education, principally within or in association with the schools, while research projects have generally been housed in the universities.

Since individuals' activities and locations are major influences on their use of information, the rest of the data analyses will compare groups on these bases rather than on the basis of type of project.

Table 3 shows, for all respondents grouped by most time-consuming activity, the activity they reported as their second most time-consuming activity. In addition to the total of 128 respondents listing research as their main activity, 215 listed it as a second activity, giving a total of 343 respondents (56.5%) engaged in research as either a first or second activity. Administration was the second activity of 110 respondents, and the first or second activity of a total of 423 (69.7%). Teaching was the second activity of 120 respondents, and the first or second of 231 (38.0%). The main first-second activity patterns (second activity reported by 40% or more of each first activity group)

TABLE 2

Type of Institution in Which Title III, RIE/CPI, and Total Respondents Were Employed
(Number and Percentage Distribution)

Type of institution	Title III		RIE/CPI		Total	
	No.	%	No.	%	No.	%
Schools, school system	222	86.4	37	10.6	259	42.7
College or university	25	9.7	260	74.3	285	47.0
Other	10	3.9	53	15.1	63	10.4
Total	257	100.0	350	100.0	607	100.1

TABLE 3

Main and Second Activities of All Respondents (Number and Percentage Distribution)

Second activity 1/	Main Activity								Total No. of respondents reporting each activity as their second activity 3/
	Teaching		Admin.		Research		Other		
	No.	%	No.	%	No.	%	No.	%	
Teaching	2	1.8 2/	68	21.9	50	40.0	2	3.6	120
Admin.	34	30.6	52	16.7 2/	52	41.6	24	43.6	110
Research	62	55.8	136	43.7	12	9.6 2/	17	30.9	215
Other	13	11.7	55	17.7	11	8.8	12	21.8 4/	91
Total	111	99.9	311	100.0	125	100.0	55	99.9	536

1/ Based on 602 useable responses.

2/ Respondents who are solely engaged in a single activity.

3/ Excluding respondents who are engaged in only one activity.

4/ Respondents reporting "Other" as first and second activity are not classified as being engaged in a single activity since a wide range of other activities were reported.

are: Teaching-research (i.e., 55.8% of respondents giving teaching as their first activity gave research as their second activity); administration-research (43.7%); other-administration (43.6%); research-administration (41.6%); and research-teaching (40.0%).

Most respondents reported more than one major activity (the response alternative,"No second most time-consuming activity," was available but was not chosen by a large number of respondents).

Table 4 compares main activities of respondents with the activities most requiring them to seek and use information. Only about one-half of the respondents who gave teaching and administration as their main activity stated that this activity was also the one that made the most information demands on them (teaching, 49.1%, administration 47.9%), while research was the activity most requiring information for nine-tenths (92.9%) of respondents reporting research as their main activity.

Table 5 shows the number and percent of respondents who reported each activity as their main activity and as the activity requiring them to make most use of information. Research is over-represented as an information-needing activity relative to its position as a primary activity. It was the main activity of approximately one-fifth of the respondents (21.1%), but the most information-demanding activity of more than twice as many (47.2%). Administration was the primary activity of approximately one-half of all respondents (51.6%), but only one-fourth of all respondents (25.0%) reported it as their most information-demanding activity.

Table 6 shows the number and percentage of respondents at each type of institution by the activity they reported as their most time-consuming activity. In the college/university setting, approximately equal proportions of respondents reported each main activity as their most time-consuming one (teaching, 33.0%, administration, 31.9%, and research 30.2%), while in the school setting, administration was most frequently reported as the main activity (71.8%). This distribution reflects the characteristics of the sampling base, with the Title III sample including primarily administrators and located in the schools.

The mean number of secondary publications used, by activity and type of institution, is given in Tables 7 and 8. The number of secondary publications used by each respondent was based on the number he reported he had used within the past year. Secondary publications covering both the published and unpublished literature, and secondary sections in primary journals, are included. Somewhat higher use of secondary publications is associated with employment in a college or university, and with teaching and research as main and information-seeking activities. (These activities are, in turn, associated with college or university employment.)

Table 9 gives, for each type of employing institution, the number and percent of respondents who have used each of a group of relevant secondary publications during the past year. Education Index and

TABLE 4

Respondents' Main Activity and Activity Most Requiring Them to Seek Information (Number and Percentage Distribution)

Main Activity

Activity requiring information	Teaching		Admin.		Research		Other		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Teaching	54	49.1	35	11.2	5	3.9	1	1.8	95	15.8
Admin.	1	0.9	149	47.9	0	0.0	1	1.8	151	25.0
Research	51	46.4	96	30.9	118	92.9	19	34.5	284	47.1
Other	4	3.6	31	10.0	4	3.1	34	61.8	73	12.1
Total useable responses	110	100.0	311	100.0	127	99.9	55	99.9	603	100.0

TABLE 5

Respondents' Main Activity and Activity Needing Most Information (Number and Percentage Distribution)

Item	Main activity		Information-needing activity	
	No.	%	No.	%
Teaching	111	18.3	95	15.7
Administration	313	51.6	151	25.0
Research	128	21.1	285	47.2
Other	55	9.1	73	12.1
Total	607	100.1	604	100.0

TABLE 6

Main Activity of Respondents by Type of Employing Institution (Number and Percentage Distribution)

Main activity	Type of institution					
	Schools		University		Other	
	No.	%	No.	%	No.	%
Teaching	17	6.6	94	33.0	0	0.0
Administration	186	71.8	91	31.9	36	57.1
Research	24	9.3	86	30.2	18	28.6
Other	32	12.4	14	4.9	9	14.3
Total	259	100.1	285	100.0	63	100.0

TABLE 7

Mean Number of Secondary Publications Used, By Type of Institution in Which the Respondents Work

Type of institution	Mean no. of secondary publications used [1/]
Schools	2.6
Colleges and universities	3.3
Other	2.5

1/ Based on 602 useable responses.

TABLE 8

Mean Number of Secondary Publications Used, By Activity of Respondents

Activity	Mean no. of secondary publications used
Teaching	
Main activity 1/	3.2
Information activity 2/	3.2
Administration	
Main activity	2.7
Information activity	2.4
Research	
Main activity	3.2
Information activity	3.2
Other	
Main activity	2.6
Information activity	2.4
All respondents	2.9

1/ Based on 602 useable responses.
2/ Based on 599 useable responses.

TABLE 9

Number and Percentage of Respondents at Each Type of Institution Who Have Used Each Secondary Publication During the Past Year

Type of institution	CDAB*	CSPA*	DA*	EI*	EAA*	PA*	RIE*	SA*	Sects.*	Other*	Total no. of respondents by type of institution
School or School System Number:	42	6	97	152	66	71	162	19	5	34	259
Percent:	16.2	2.3	37.4	58.7	25.5	27.4	62.5	7.3	1.9	13.1	
College or University Number:	54	16	168	165	39	138	164	58	17	68	285
Percent:	18.9	5.6	58.9	57.9	13.7	48.4	57.5	20.4	6.0	23.8	
Other Number:	4	2	23	32	9	26	33	3	0	15	63
Percent:	6.3	3.2	36.5	50.8	14.3	41.3	52.4	4.8	0.0	23.8	
Total - all respondents using publication Number:	100	24	288	349	114	235	359	80	22	117	607
Percent:	16.5	4.0	47.4	57.5	18.8	38.7	59.1	13.2	3.6	19.3	

CDAB - Child Development Abstracts and Bibliography
CSPA - College Student Personnel Abstracts
DA - Dissertation Abstracts
EI - Education Index
EAA - Educational Administration Abstracts
PA - Psychological Abstracts
RIE - Research in Education
SA - Sociological Abstracts
Sects.- Abstract Section(s) in Primary Journals
Other - Other Secondary Publications

Research in Education were both used by more than half of all respondents and by approximately equal proportions in all types of institutions. Dissertation Abstracts and Psychological Abstracts, the next two most frequently used secondary publications, were relatively more frequently used in universities and colleges than elsewhere: Dissertation Abstracts was used by 58.9% in colleges/universities, and by 47.4% overall; Psychological Abstracts was used by 48.4% in colleges/universities, and by 38.7% overall.

Table 10 gives the corresponding data on the use of different secondary publications by respondents reporting different main activities. Education Index and Research in Education were used by more than half the respondents in all activities, as they were by respondents in all types of institutions. Dissertation Abstracts was used more by teachers (59.4%), and researchers (53.1%) than by administrators (42.5%); and Psychological Abstracts was used more by researchers (54.7%) and teachers (47.7%) than by administrators (28.4%).

Education Index and Research in Education, the two secondary publications most directly concerned with a wide range of subjects in education, were the most widely used. Other publications which are concerned with other areas as well as with education (e.g., Dissertation Abstracts, Psychological Abstracts, Sociological Abstracts, and Child Development Abstracts and Bibliography) or with specialized subjects within education (Educational Administration Abstracts, College Student Personnel Abstracts, and Sociology of Education Abstracts) were less widely used.

Secondary publications covering unpublished reports (Research in Education and Dissertation Abstracts) were among those widely used. Their use seems to reflect the importance of unpublished documents as a source of information in education and the range of sources that need to be consulted to obtain comprehensive information on education literature. The use of secondary publications from other fields, primarily Psychological Abstracts, is probably related both to the backgrounds of respondents, and to the lack of abstracting publications covering the published literature in education.

Subject Matter Fields of Respondents

Data were also obtained on the subject matter field and subfield of respondents. Respondents were asked to write these in on a partially open-ended question ("what is currently your major subject matter or professional field?"). Broad fields, to be checked off, were "Education" "Psychology", "Sociology", or "Other (specify)", and the respondent was asked to write in his specialization within his field. Responses were post-coded into categories based on a combination of the main and subfields indicated. Interdisciplinary or borderline fields such as "Educational psychology" were given the same code, whether they were listed under one or the other major field. Fields such as "Reading",

TABLE 10

Number and Percentage of Each Activity Group Reporting Use of Secondary Publications

A/I publications	Activity								No. of respondents using pub.	Percentage of total
	Teaching		Admin.		Research		Other			
	No.	%	No.	%	No.	%	No.	%		
CDAB	24	21.6	43	13.7	25	19.5	8	14.5	100	16.5
CSPA	6	5.4	11	3.5	4	3.1	3	5.4	24	4.0
DA	66	59.4	133	42.5	68	53.1	21	38.2	288	47.4
EI	57	51.4	192	61.3	67	52.3	33	60.0	349	57.5
EAA	9	8.1	80	25.6	17	13.3	8	14.5	114	18.8
PA	53	47.7	89	28.4	70	54.7	23	41.8	235	38.7
RIE	56	50.4	193	61.7	76	59.4	34	61.8	359	59.1
SA	10	9.0	38	12.1	29	22.6	3	5.4	80	13.2
Sections	6	5.4	8	2.6	7	5.5	1	1.8	22	3.6
Other A/I	35	31.5	43	13.7	31	24.2	8	14.5	117	19.3

given as an "Other" main field, were grouped with the same area given as a subfield under education (with "Education - Reading", in this example).

The distribution of respondents by subject field is shown in Table 11. The distribution across fields within and relating to education was wide, with most specializations represented by 10 or more respondents. Some areas, such as the subject matter areas within education (Reading, Language Arts, Mathematics and Science, etc.) are probably important subject interests of more respondents than shown in the table, since individuals with other specializations (e.g., curriculum supervision and development or elementary education) are directly concerned with the teaching of these subjects. A few specializations within education are underrepresented, in that they have very small numbers of respondents.* The main fields clearly underrepresented were Adult Education (5 respondents); Higher Education and Teacher Education (7 respondents); Physical Education and Recreation (5 respondents); and Comparative Education/Philosophy of Education/Foundations of Education (7 respondents). Another type of group not heavily represented was parochial school educators.

The small numbers in these areas reflect the bias of the sample. As discussed in an earlier section, the original sample was developed from three sources: Title III projects, authors of documents abstracted in Research in Education, and projects listed in the Office of Education's Current Projects Information. Title III projects and reports in Research in Education cover a wide range of subjects within education, but the areas represented in current projects supported by the Office of Education are somewhat more restricted. The projects listed in Current Projects Information were funded under five legislative authorities: Adult and Vocational Education (PL 88-210); Cooperative Research (PL 89-10, Title IV); Handicapped Children and Youth (PL 88-164); Language Development (PL 85-864, Title VI); and New Educational Media (PL 85-864, Title VII, Parts A and B). While several of these, particularly the Cooperative Research Program, cover a wide range of subjects, several of the others are more narrow in scope; thus certain areas within education are not heavily represented, while others are very heavily represented. For example, a relatively large number of respondents are in linguistics or language sciences, while only a few are in some specialized areas in education.

The numbers of respondents in different specialties affect the list of journals developed on the basis of questionnaire responses. This fact needs to be kept in mind in any consideration of this list.

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* For purposes of this report, underrepresentation can be defined directly in terms of the number of respondents in the field. As a practical matter, less than 10 respondents has been used as the criterion of underrepresentation.

TABLE 11

Major Subject Matter or Professional Field of Respondents and Subfield (Number and Percentage Distribution)

Field	No. of respondents	% of respondents
Education - no subfield specified	37	6.1
Education - Administration	83	13.8
Educational Research	33	5.5
Educational Psychology, School psychology	44	7.3
Counseling	27	4.5
Education: Subject areas		
Reading	11	1.8
English, Language Arts	18	3.0
Foreign Languages	10	1.7
Mathematics, Sciences	40	6.6
Social Studies	14	2.3
Arts (Music, Art, Theater)	27	4.5
Educational Technology, Media, Audio-visual Instruction, Learning Resources	15	2.5
Special Education	18	3.0
Vocational and Technical Education	26	4.3
Supervision, Curriculum Development	30	5.0
Adult Education	5	.8
Elementary and Secondary Education, Early Childhood	16	2.6

Table 11 (cont'd)

--Major Subject Matter or Professional Field of Respondents and Subfield--Cont.
(Number and Percentage Distribution)

Field	No. of respondents	% of respondents
Higher Education, Teacher Education	7	1.2
Information Sciences, Library Science (education and other)	16	2.6
Physical Education and Recreation	5	.8
Comparative Education, Philosophy of Education, Foundations of Education	7	1.2
Education - other	11	1.8
Sociology of Education	11	1.8
Linguistics, Communications, Language Sciences (including Speech Pathology not within education)	30	5.0
Psychology (other than Educational Psychology, Counseling)		
Child Development	8	1.3
Other	25	4.2
Sociology (other than Sociology of Education)	8	1.3
Other social sciences	10	1.7
Other fields outside education	10	1.7
Total	602	99.9

Periodicals List Developed Through Survey

The questionnaire asked the respondents to list the periodicals they have read or scanned regularly (practically every issue) during the past year.

Titles written in by respondents were recorded on Uniterm cards as they appeared on the questionnaire, with all occurrences of the same title recorded on a single Uniterm card. Doubtful titles were entered exactly as they appeared on the questionnaire to avoid any possibility of mis-recording titles of new or unfamiliar periodicals. Relatively few titles were totally undecipherable, though some gave too little information to be useable (e.g., "APA publications", which gave no indication as to which ones of the 12 or more journals of the organization were meant). After all responses were received, some editing and combining of titles were done. For instance, a number of respondents listed "AERJ". In the final editing of titles, this was put under *American Educational Research Journal*, the journal of the American Educational Research Association (AERA). In cases in which an unknown title could not be identified with another publication, no editing or grouping was attempted.

After editing was completed and as many titles as possible were identified and corrected, a basic list was compiled of all 357 periodicals read by two or more respondents. Periodicals read by only one respondent were not included, primarily because a number of these titles could not be identified through the use of any available reference source and could not be positively identified as an inaccurate recording of another title. A further effort was made to identify all periodicals reported by two or more respondents; most of these (342 of the total of 357) have been identified.

Several types of publications were removed from the list of periodicals read by two or more respondents. These were newsletters and annuals, which require different treatment by secondary services, and publications of State education associations. The State education association publications were taken off the list since slight biases in the geographical distribution of respondents would have heavily influenced the ones included.

The final list of periodicals read by two or more respondents is included as Appendix C. The number of respondents reading each periodical is listed after the title. Some characteristics of the publications listed are described below.

A number of the periodicals read by a large number of respondents were general ones or ones covering a wide range of subject areas within education. Among these are the *NEA Journal*, *American Educational Research Journal*, and *Harvard Educational Review*. In addition, a number of periodicals on the list are received either automatically or at a special rate by members of the organization that published the journal.

Other widely read periodicals related to the subject areas reported by a large number of respondents. For example, a number of periodicals relating to administration, or written for administrators, are included.

Periodicals of fields other than education were also among the most frequently read. These included journals such as Science, Psychological Bulletin, the American Journal of Sociology, and Administrative Science Quarterly. The wide use of periodicals from other fields reflects the extent to which information relating to different aspects of education is produced and published in other disciplines, as well as the range of backgrounds and interests of people active in work in and relating to education.

At the same time, even the periodicals most widely read by questionnaire respondents (the NEA Journal and Phi Delta Kappan) were read regularly by less than one-third of the respondents (162, or 28.8% of the 562 useable responses to the questionnaire item asking the respondent to list the journals he reads regularly). Thus, while a wide range of journals from education and other fields are regularly used by some respondents, no single journal appears to be universally useful to individuals in all activities, settings, and subject areas within education. A further study of the relationship between respondents' fields and the journals they read could be made, and would help to identify periodicals associated with specialized areas and activities.

Because of the small number of respondents in some subject areas, important journals in these areas may not appear in a list based on journal readership. A greater effect of differences in the number of respondents in different areas, however, is in the rank-ordering of journals within the readership list. Thus, four linguistics journals (Language, Word, International Journal of American Linguistics, and Journal of Linguistics) are in the first level of the list (i.e., are read by six or more respondents), while two adult education journals (Adult Education and Adult Leadership) are in the next rank of journals (both are read by all five respondents in adult education). These inconsistencies in the relative ranking of periodicals within the list must be taken into account in any use of the list.

Use of List of Journals Based on Readership Data

The list of periodicals developed through this study has two aspects. First, it is to include "periodicals relating to education," as has already been discussed. Second, although this is not a part of the basic definition of "relating to education", the periodicals are to be considered with regard to their secondary coverage. Thus, the definition of the periodicals implicitly includes "periodicals relating to education that should be treated by secondary services." Because of this, it is important to be aware of the possible differences between periodicals that people in a field read and those that should be covered by secondary services in the field. Some of these possible differences are discussed below.

One possible characteristic of readership-based lists is that people simply do not read what they should. To some extent this is true. For instance, relatively few people regularly read foreign journals, even those published in English. This may show a neglect of relevant literature, either because of parochialism or because of relative difficulty in obtaining access to the foreign literature. At the same time, however, some of the work done in other countries may not be directly interpretable in terms of the comparable work done in this country. For instance, in some fields, the terms and concepts in the field differ sufficiently among countries that it may be difficult for a person in one country to make use of the literature produced in other countries. In fields such as linguistics and comparative education, where the work done in a number of countries is clearly relevant and where there is a relatively high level of interaction among specialists in different countries, there is much greater use of the foreign literature.

With the exception of foreign journals, however, it seems likely that active people who have limited time for reading will try to read those publications that produce the largest amount of information relevant to their interests and needs. While they may not perfectly identify all of the relevant journals, their evaluations of journals are likely to be relatively accurate and current.

Another characteristic of lists based on readership is that they tend to "favor" general periodicals or ones that publish articles relating to a wide range of subjects, since these will commonly be read by people in a number of specialized areas, while specialized journals are read only by those directly interested in that specialty. While this is a possible source of bias against small specialized fields within education, any secondary service must also be concerned with the publications that are of wide-ranging interest.

An additional argument against basing the coverage of a secondary service primarily on the journals people in the field read is that the articles people most need to know about are those they would not encounter in their regular journal reading. In this study, however, no journal on the list was found to be read regularly by even 30% of the respondents. Thus, secondary coverage of even the most widely read journals should provide most people with information on articles appearing in a large number of journals they do not normally use.

Summary

This chapter has discussed the survey conducted to develop a basic list of periodicals relating to education and the list developed through the survey.

Some of the advantages and disadvantages of a journal list based on readership have been discussed. Its primary disadvantages are that (1) it does not adequately cover relevant foreign periodicals, since people do not typically read them; and (2) due to the particular sample selected for study, specific subject areas may be very heavily represented in the list or nearly excluded.

The main advantages of a readership-based list are that (1) it has a definable empirical basis; (2) it is evaluated in the sense that it includes periodicals people find sufficiently useful to read regularly; (3) it includes periodicals from a range of related subject areas; and (4) it is highly current.

The following chapter describes the procedures and findings of the analysis made of the present secondary coverage and treatment of the periodical literature relating to education.

CHAPTER II:

ANALYSIS OF COVERAGE AND TREATMENT OF PERIODICAL LITERATURE BY ABSTRACTING AND INDEXING PUBLICATIONS RELATING TO EDUCATION

Introduction

The next major phase of the study was to study the coverage and treatment of the periodical literature relating to education by available secondary publications. Descriptive data were collected and analyzed in order to identify possible inadequacies in the present literature coverage.

Secondary Publications Studied

Ten secondary publications concerned directly and peripherally with the published periodical literature relating to education were selected for intensive study.

Education Index was selected because it is the existing secondary publication that provides broadest coverage of the periodical literature in a wide range of areas in education.

Three abstracting publications covering specialized areas within education -- *Educational Administration Abstracts*, *College Student Personnel Abstracts*, and *Sociology of Education Abstracts* -- were also included.

Six other publications, each of which covers material relevant to one or more areas in education, in addition to related fields, were also studied: *Psychological Abstracts*, *Sociological Abstracts*, *Child Development Abstracts and Bibliography*, *Mental Retardation Abstracts*, *dsh Abstracts* (deafness, speech, and hearing), and *Language and Language Behavior Abstracts*.

Other indexes, such as *British Education Index* and *State Education Journal Index*, were examined but were not included in this stage of the study.

Research in Education and *Dissertation Abstracts* were excluded from this part of the study because they do not cover the published periodical literature.

Descriptions of the secondary publications studied are included as Appendix D.

Aspects of Secondary Coverage and Treatment Studied

Three main aspects of the coverage and treatment of the literature were studied: (1) Overall coverage, both of titles and articles; (2) time lag; and (3) special treatment of articles to meet specialized requirements of people in the field to which the secondary publication is directed.

The periodicals selected for study were the 83 periodicals read by 10 or more survey respondents* and an additional group of 13 journals from areas that were less heavily represented in the survey sample. A list of the periodicals studied is included as Appendix E.

The procedure used was to select a sample of articles from the relevant journals and, for each article, to determine whether, when, and how it was treated by each of the different secondary publications. The sample of articles from each journal was selected from articles published in each journal in 1966. This year was chosen because it was recent enough to provide reasonably current information, but sufficiently long ago that most secondary publications would have covered articles by that time.**

For periodicals wholly or primarily within education, a 10% sample of articles was selected by taking every tenth article published in the periodicals in 1966. The selection of every tenth article went through the full year period, so that the first article from each issue of the publication was not chosen. In addition to articles, substantive editorials and letters, and material such as interviews were included; verse and fiction were excluded.

Periodicals not primarily within the field of education were also studied, using basically the same sampling procedure. A 10% sample of articles relevant to education (broadly defined) was selected and, in cases where this gave only a small sample of articles with very slight relevance, a supplementary sample of highly relevant articles was selected from the same journal.#

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* The eighty-fourth journal read by 10 or more respondents, Word, was not included because it had not published any 1966 issues by early 1968.

** Two journals (Journal of Creative Behavior and Psychology Today) founded in 1967 and read by a large number of respondents were also studied; a sample of articles from the first part of 1967 was selected for each one.

# For a few journals that publish great numbers of articles per year and those for which relevance judgments on separate articles were almost impossible to make (e.g., Journal of Experimental Psychology), a relatively smaller sample was selected for study.

For each of the primary periodicals included in the analysis, it was determined which secondary publications listed the periodical as a journal covered (e.g., included it in a list such as "journals regularly reviewed," or "journals from which abstracts appeared in this volume"). Issues of those secondary publications were searched in order to locate entries for the sample articles.

All issues of the secondary publications from January 1966 through December 1967 were included in the analysis.* The 1968 issues were not checked for several reasons. For some secondary publications with a short time lag, no 1966 articles were being included by 1968, and for others, the December 1967 issue did not become available until April or May 1968, and no 1968 issues were available before the analysis had to be completed. By using all issues of secondary publications through December 1967, it was possible to determine which articles had been covered during a period ranging from 12 months (for December 1966 articles) to nearly 24 months (January 1966 articles).

Entries for the sample articles were located through the indexes of the secondary publications. Most articles could be located through the author index of the abstracting publications. Those articles with no author listed were searched for through the subject indexes and through scanning likely sections of the secondary publication. Analysis of the coverage and treatment by Education Index differed somewhat from that for the other publications since Education Index does not publish abstracts or annotations and has no author entries for articles. The indexing treatment of the literature by this publication was studied through use of its back files of indexed journals, which were made available through the cooperation of the H. W. Wilson Company, publishers of Education Index.

When an abstract of a sample article was located in one of the abstracting publications, specific information on the abstract was collected. This included (1) the date of the issue in which the abstract was published; (2) the relation of the abstract to the author abstract (if any) originally published with the paper; (3) the section in which the abstract was published (classification); and (4) the index entries for the article, if these could be located. In each case, the abstract was compared with the original article and its relationship to the author abstract was determined by comparing the two directly.

Analysis of Coverage and Treatment Data

The overall coverage and treatment by each secondary publication were analyzed by studying the data collected on the treatment of each sample article. The following specific items were analyzed:

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* With the exception of Mental Retardation Abstracts, for which only the first two issues of 1967 were available by the time the study was completed.

(1) The number and percent of periodicals each secondary publication included in its list of periodicals covered -- both the periodicals on the overall readership list, and the periodicals included in the smaller sample studied.

(2) For all journals in the sample studied, the number and percent for which each abstracting publication published an abstract or citation of at least one sample article. (That is, from how many of all the journals covered by each secondary publication have any of the sample articles been abstracted?)

(3) The number and percent of sample articles in journals covered by each publication that were actually treated by the secondary publication.

(4) The number of published abstracts that differ from the author abstract of the article.

(5) The mean time lag (in months) between the publication of the article and the date it was covered by different secondary publications.

In addition, the classification and indexing procedures of the secondary publications were studied.

The results of these analyses are discussed in the following sections.

Coverage and Treatment Analyses of Secondary Publications: Coverage of Journals and Articles

Coverage of Journal Titles

The lists of journals covered by each secondary publication were used in the study of journal coverage. Journals on the readership list were classified by number of readers and subject content ("Education" and "Other"), and the listed coverage of all journals in these groups by the different secondary publications was determined. The coverage of the groups of journals by the secondary publications is shown in Table 12. The pattern of journal coverage by Education Index emerges as the clearest one: coverage by Education Index is greatest among periodicals classified as primarily within education and, among these periodicals, greatest among those read by the largest number of people. Of the 181 periodicals in education, Education Index covers two-thirds (67.4%) of those read by 6 or more respondents, half (50.0%) of those read by 3 to 5 respondents, and one-third (32.4%) of those read by 2 respondents, while it covers only 5 (3.1%) of the total of 161 periodicals primarily outside education.

TABLE 12

Coverage of Readership List of Periodicals by Secondary Publications (Number and Percentage Distribution)

Periodicals grouped by no. of readers	No. of periodicals in group	Periodicals covered by--									
		CDAB*		CSPA*		dsh A*		EI*		EAA*	
		No.	%	No.	%	No.	%	No.	%	No.	%
6 or more readers											
Education	89	18	20.2	19	21.3	20	22.5	60	67.4	26	29.2
Other	37	7	18.9	13	35.1	13	35.1	2	5.4	12	32.4
Total	126	25	19.8	32	25.4	33	26.2	62	49.2	38	30.2
3-5 readers											
Education	58	6	10.3	11	19.0	8	13.8	29	50.0	6	10.3
Other	68	8	11.8	8	11.8	13	19.1	2	2.9	6	8.8
Total	126	14	11.1	19	15.1	21	16.7	31	24.6	12	9.5
2 readers											
Education	34	1	2.9	3	8.8	2	5.9	11	32.4	5	14.7
Other	56	3	5.4	3	5.4	11	19.6	1	1.8	6	10.7
Total	90	4	4.4	6	6.7	13	14.4	12	13.3	11	12.2
Overall list											
Education	181	25	13.8	33	18.2	30	16.6	100	55.2	37	20.4
Other	161	18	11.2	24	14.9	37	23.0	5	3.1	24	14.9
Total	342	43	12.6	57	16.7	67	19.6	105	30.7	61	17.8

TABLE 12 (con't)

Periodicals grouped by no. of readers	No. of periodicals in group	Periodicals covered by--									
		LLBA*		MRA*		PA*		SA*		SEA*	
		No.	%	No.	%	No.	%	No.	%	No.	%
6 or more readers											
Education	89	36	40.4	14	15.7	33	37.1	19	21.3	17	19.1
Other	37	26	70.3	13	35.1	25	67.6	17	45.9	14	37.8
Total	126	62	49.2	27	21.4	58	46.0	36	28.6	31	24.6
3-5 readers											
Education	58	16	27.6	3	5.2	11	19.0	10	17.2	11	19.0
Other	68	33	48.5	11	16.2	21	30.9	22	32.4	8	11.8
Total	126	49	38.9	14	11.1	32	25.4	32	25.4	19	15.1
2 readers											
Education	34	5	14.7	1	2.9	2	5.9	4	11.8	7	20.6
Other	56	13	23.2	2	3.6	11	19.6	14	25.0	10	17.8
Total	90	18	20.0	3	3.3	13	14.4	18	20.0	17	18.9
Overall list											
Education	181	57	31.5	18	9.9	46	25.4	33	18.2	35	19.3
Other	161	72	44.7	26	16.1	57	35.4	53	32.9	32	19.9
Total	342	129	37.7	44	12.9	103	30.1	86	25.1	67	19.6

TABLE 12 (con't)

*CDAB -Child Development Abstracts and Bibliography
CSPA -College Student Personnel Abstracts
dsh A -dsh Abstracts (deafness, speech, and hearing)
EI -Education Index
EAA -Educational Administration Abstracts
LLBA -Language and Language Behavior Abstracts
MRA -Mental Retardation Abstracts
PA -Psychological Abstracts
SA -Sociological Abstracts
SEA -Sociology of Education Abstracts

In contrast, all the other secondary publications cover fewer periodicals within education and a large number of periodicals outside education, in fields such as psychology, sociology, and administration.

Some of the peripheral secondary publications, particularly Language and Language Behavior Abstracts and Psychological Abstracts, cover more journals in all categories than do the specialized educational secondary publications, although none covers more of the strictly educational periodicals than does Education Index. One of the main reasons for the heavy coverage of titles by peripheral secondary publications relative to "within-education" ones is the difference in the number of periodicals they cover. For instance, Language and Language Behavior Abstracts, Sociological Abstracts, and Psychological Abstracts all list 500 or more journals that they cover at least occasionally, while the specialized abstracting publications in education cover only about one-fifth as many.

The number and percentage of periodicals covered by one or more of the secondary publications studied is shown in Table 13. Of both the periodicals inside and outside education, nearly 90% of those read by 6 or more respondents are covered by one or more secondary publications and approximately three-fourths of all journals in the overall list are covered.

These data indicate heavy apparent coverage of the periodical literature in and relating to education by the currently available secondary publications, and suggest that, through the use of two or three such publications, an information user could obtain nearly all the information he needs on the relevant periodical literature.

In practice, however, the coverage of the literature is much less comprehensive. In addition to problems information users may have in obtaining copies of the available secondary publications, the selectivity of most secondary publications is such that extensive coverage of relevant titles may not provide comprehensive coverage of the literature.

Only Education Index includes entries for all articles published in all the periodicals it covers, while each of the other secondary publications (each of which publishes abstracts) is selective in its coverage of articles within journals. Thus, while these secondary publications cover a large number of journals, they are primarily concerned with only a segment of the education literature and abstract only articles within their specialized scope. And, although Education Index's coverage of articles within journals is complete, the entries for an article include only subject heading and citation, without annotations to explicate unclear titles or any author indexing. Thus, while the coverage by Education Index is more complete than that of other secondary publications studied, the amount of information provided on each article is quite limited.

In addition to the selectivity practiced by most of the secondary publications, the possibility of subject slanting in the treatment of

TABLE 13

Journals Covered by One or More Secondary Publications
(Number and Percentage Distribution)

No. of readers and field	No. of journals	Covered by one or more secondary publications No.	%
6+ readers			
Education	89	77	86.5
Other	37	33	89.2
Total	126	110	87.3
3-5 readers			
Education	58	39	67.2
Other	68	46	67.6
Total	126	85	67.5
2 readers			
Education	34	25	73.5
Other	56	30	53.6
Total	90	55	61.1
Total			
Education	181	141	77.9
Other	161	109	67.7
Total	342	250	73.1

articles and the time lag in coverage affect the availability of information to potential users.

These three aspects of secondary coverage of the literature -- selectivity, subject slanting, and time lag -- are discussed in the next three sections of this chapter.

Results of Study of Treatment of Sample Journals and Articles

Table 14 shows the coverage by the secondary publications of the sample of journals studied. The first two columns show the number and percentage of the sample journals covered by each secondary publication. The next two columns, "number of journals for which one or more articles were treated," give more information on the selectivity practiced by the secondary publications. These show the number and percent of the journals covered (scanned or reviewed) by each secondary publication from which it has treated one or more of the sample articles studied. For Education Index, this is all journals, but the proportion is much smaller for the other secondary publications. For example, Child Development Abstracts and Bibliography covers 20 (20.8%) of the 96 journals studied. Of these 20 journals, abstracts could be located for one or more sample articles from 7 journals, approximately one-third of the journals it covers.

The number of journals covered from which no articles are abstracted is one indication of the selectivity practiced by each secondary publication in selecting articles relevant to the interests of its audience.

This selectivity is indicated further by data presented in Table 15, which show, for the total number of sample articles appearing in the journals listed as covered by each secondary publication, the number and percentage of sample articles actually treated by the secondary publication. Except for Education Index, which makes no selection of articles within a journal, only Psychological Abstracts abstracted as many as half (57.9%) the sample articles published in the journals it covers.

Table 16 shows the extent of multiple coverage of relevant articles. For each article in the sample, the number of secondary publications that published an entry for the article was counted, and the total number of sample articles covered by 0, 1, 2, 3, 4, and 5 secondary publications was calculated.* Approximately two-thirds (65.9%) of all sample articles

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* Data were not collected on the coverage of all articles by Education Index, but since this publication indexes all articles in each journal it covers, the calculations were made on the basis of assumed coverage by Education Index of all articles appearing in journals it covers.

TABLE 14

Coverage
by Secondary Publications of Sample Journals Studied
(Number and Percentage Distribution)

Secondary Publications	Journals covered		No. with 1(+) articles treated	
	No.	% of journals studied	No.	% of journals covered
CHILD DEVELOPMENT ABSTRACTS AND BIBLIOGRAPHY	20	20.8	7	35.0
COLLEGE STUDENT PERSONNEL ABSTRACTS	34	35.4	14	41.2
DEAFNESS, SPEECH AND HEARING ABSTRACTS	27	28.1	5	18.5
EDUCATIONAL ADMINISTRATION ABSTRACTS	39	40.6	17	43.6
EDUCATION INDEX	60	62.5	ALL	
LANGUAGE AND LANGUAGE BEHAVIOR ABSTRACTS	45	46.9	17	37.8
MENTAL RETARDATION ABSTRACTS	26	27.1	4	15.4
PSYCHOLOGICAL ABSTRACTS	49	51.0	40	81.6
SOCIOLOGICAL ABSTRACTS	28	29.2	9	32.1
SOCIOLOGY OF EDUCATION ABSTRACTS	34	35.4	10	29.4
Total Number of Journals in sample studied	96			

TABLE 15

Coverage of Sample Articles by Secondary Publications (Number and Percentage Distribution)

Secondary publication	Total No. of articles sampled from journals covered	No. of these sample articles abstracted	% of sample articles in journals covered
CHILD DEVELOPMENT ABSTRACTS AND BIBLIOGRAPHY	147	32	21.8
COLLEGE STUDENT PERSONNEL ABSTRACTS	212	28	13.2
DEAFNESS, SPEECH AND HEARING ABSTRACTS	212	18	8.5
EDUCATIONAL ADMINISTRATION ABSTRACTS	273	33	12.1
EDUCATION INDEX	506	100% of articles cited, no abstracts	
LANGUAGE AND LANGUAGE BEHAVIOR ABSTRACTS	310	28	9.0 1/
MENTAL RETARDATION ABSTRACTS	201	14	7.0
PSYCHOLOGICAL ABSTRACTS	302	175	57.9
SOCIOLOGICAL ABSTRACTS	167	27	16.2
SOCIOLOGY OF EDUCATION ABSTRACTS	197	17	8.6

1/ Language and Language Behavior Abstracts was initiated in 1967 and covered articles appearing in only about the last third of 1966. If one-third (103) of the sample articles in journals covered by LLBA are used in calculating its coverage of articles, the percent of articles covered is 27.2%.

TABLE 16

Extent of Multiple Coverage of Relevant Articles

No. of entries	Total articles abstracted [1/]		Total secondary pubs. treating art. (includes EI)	
	N	%	N	%
0	445	65.9	71	10.5
1	147	21.8	442	65.5
2	45	6.7	93	13.8
3	28	4.1	40	5.9
4	10	1.5	26	3.8
5	—		3	.4
Total	675		675	

[1/] Exclusive of EI entries.

were not treated by any of the abstracting publications studied; although when Education Index is included in the calculations, nearly nine-tenths (89.5%) of the sample articles were treated in some way by one or more secondary publications.

As shown in Tables 14 through 16, the abstracting coverage of the periodical literature relating to education is very limited. And, while Education Index covers a number of relevant journals within education, its coverage has two major limitations: (1) It covers almost no journals outside education; and (2) it provides only limited information on each article (subject heading and citation only).

Coverage and Treatment Analyses of Abstracting Publications: Potential Subject Slanting in Abstracts

In the treatment analyses, each abstract in a secondary publication was compared with the original article and its accompanying author or journal abstract (if any). Each secondary publication abstract was classified as either: (1) identical to the author abstract or having only nonsubstantive editing of a few words; or (2) different from the author abstract in some substantive way (e.g., through addition or deletion of information from the author abstract, use of material from the text of the article, or composition of a wholly original abstract). All abstracts of articles having no author abstract were classified as different from the author abstract, even though many of these abstracts consisted solely of the article's summary or conclusions. The restrictive category "identical with author abstract" and the inclusive one "different from author abstract" were chosen to avoid the possibility of prejudging subject slanting by imposing opinions as to whether, for example, the deletion of a sentence or the selection of paragraphs from an article really constituted subject slanting in each case. While this method of defining potential subject slanting did not permit identification of cases in which the subject slant of the author abstract and the secondary publication was identical, such identification would have required many unverifiable value judgments about the slant of each abstract and secondary publication.

The amount of potential subject slanting in the abstracts of the secondary publications is shown in Table 17. It ranges from 100% in the case of College Student Personnel Abstracts, in which every abstract is entirely original, to 28.6% in Language and Language Behavior Abstracts, for which the policy is to write original abstracts only when no author abstract is available. In general, the potential subject slanting in the available secondary publications is relatively high, with more than half the abstracts in five of the publications differing from the author abstracts accompanying the article.

Potential subject slanting through the content of abstracts occurred in both the education and related-field secondary publications. After reading large numbers of author and other abstracts, however, the impression is that the actual effect of subject slanting is generally

TABLE 17

Subject Treatment of Sample Articles by Secondary Publications

Secondary publication	Total number of articles abstracted	Abstracts different from author abstracts	
		No.	%
CHILD DEVELOPMENT ABSTRACTS AND BIBLIOGRAPHY	32	21	65.6
COLLEGE STUDENT PERSONNEL ABSTRACTS	28	28	100.0
DEAFNESS, SPEECH AND HEARING ABSTRACTS	18	8	44.0
EDUCATIONAL ADMINISTRATION ABSTRACTS	33	17	51.5
EDUCATION INDEX	N/A	N/A	
LANGUAGE AND LANGUAGE BEHAVIOR ABSTRACTS	28	8	28.6
MENTAL RETARDATION ABSTRACTS	14	11	78.6
PSYCHOLOGICAL ABSTRACTS	175	71	40.6
SOCIOLOGICAL ABSTRACTS	27	10	37.0
SOCIOLOGY OF EDUCATION ABSTRACTS	17	16	94.1

slight, and that few people interested in using an abstract are likely to be prevented from doing so by the slanting of the abstract.

Coverage and Treatment Analyses of Secondary Publications: Time Lag

The time lag in the coverage of each sample article was calculated on the basis of the number of months between the date the article was published and the date an entry for it appeared in a secondary publication. The mean time lag for each secondary publication, based on these figures, is shown in Table 18. Since these mean time lags are necessarily based on the dates that issues of the primary and secondary journals are supposed to be published (i.e., the dates on the covers of the issues) they are affected by variations in the promptness with which the journals are published. The figures are most affected by secondary publications that routinely appear after their scheduled date, which appear to have a shorter time lag than they actually do. Thus, any time lag figures must be regarded with caution, although the two secondary publications showing the shortest mean time lag in this study appeared on or close to their publication date through the period studied. Education Index had a mean apparent time lag of 2.4 months, and Psychological Abstracts, a mean lag of 3.4 months.* While Education Index has a time advantage in that it does not publish abstracts, it does publish several cumulative issues a year on the same schedule as regular issues and is routinely published on schedule.

The variation in time lag among the secondary publications is considerable, although none shows a mean time lag greater than 12 months. Even if the actual time lag in these publications were as much as 4 months greater than it appears, most of them would still have a mean time lag of less than a full year.

Seven of the ten secondary publications publish four or fewer issues per year. These are Child Development Abstracts and Bibliography and Educational Administration Abstracts, each of which is published three times a year, and College Student Personnel Abstracts, dsh Abstracts, Language and Language Behavior Abstracts, Mental Retardation Abstracts, and Sociology of Education Abstracts, which appear quarterly. The three published more frequently are Sociological Abstracts (8 issues per year),

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* The actual time lag for Education Index, based on the number of months between receipt of a journal issue and publication of an index entry in Education Index, was calculated separately, using data obtained from the publication's files on the coverage of a sample of 121 articles from 22 journals. The actual time lag was 1.9 months, compared with the apparent time of 2.4 months. In addition, the number of articles covered by Education Index in the next issue after the journal issue containing the article was received was determined. Of the 121 articles, 69 (57.0%) were indexed in the next issue of Education Index after they were received.

TABLE 18

Mean Time Lag - Secondary Publications

Secondary publication	Total number of articles treated	Mean time lag (months)
CHILD DEVELOPMENT ABSTRACTS AND BIBLIOGRAPHY	32	11.7
COLLEGE STUDENT PERSONNEL ABSTRACTS	28	5.4
DEAFNESS, SPEECH AND HEARING ABSTRACTS	18	6.6
EDUCATIONAL ADMINISTRATION ABSTRACTS	33	6.7
EDUCATION INDEX	121 1/	2.4
LANGUAGE AND LANGUAGE BEHAVIOR ABSTRACTS	28	4.3
MENTAL RETARDATION ABSTRACTS	14	9.8
PSYCHOLOGICAL ABSTRACTS	175	3.4
SOCIOLOGICAL ABSTRACTS	27	8.0
SOCIOLOGY OF EDUCATION ABSTRACTS	17	3.9

1/ Special sample.

Education Index (10 issues per year, monthly except July and August), and Psychological Abstracts (monthly).

Coverage and Treatment Analyses of Secondary Publications: Classification and Indexing Treatment

The classification of the entry for an article, that is, the section of a secondary publication in which the entry is printed, determines the accessibility of an article to people who scan a section of the publication for articles of interest. In the case of secondary publications that do not publish a subject index in each issue, the classification provides the only access to entries through subject matter grouping until a full subject index is published.

The indexing of entries, separate from the classification, provides multiple access to an entry through all the index terms used to describe the article.

Of the ten secondary publications studied, two do not classify entries into subject sections. One of these is Education Index, which cites articles under alphabetically arranged subject headings. The other is Sociology of Education Abstracts, which publishes approximately 100 abstracts per issue (quarterly), arranged alphabetically by first author.

Sociological Abstracts, Child Development Abstracts and Bibliography, and Language and Language Behavior Abstracts, all of which do classify entries into sections, publish no subject index to individual issues; thus, the classification is the only subject-oriented means of locating entries. All three publish author indexes in each issue.*

Only one of the secondary publications, Educational Administration Abstracts, has not included any subject indexing, although it includes both author and journal indexes in each issue.

The remaining four publications publish both subject and author indexes in each issue. These are Psychological Abstracts, College Student Personnel Abstracts, Mental Retardation Abstracts, and dsh Abstracts.

Annual cumulative author and subject indexes are published in the last yearly issue of Child Development Abstracts and Bibliography, dsh

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* The subject index to Child Development Abstracts and Bibliography is published in the last issue of each year, the subject index to Sociological Abstracts is published a year or more after the end of the volume; and no subject index to the first (1967) volume of Language and Language Behavior Abstracts seems to have been published yet.

Abstracts, *Mental Retardation Abstracts*, and *Psychological Abstracts*. Both *Sociological Abstracts* and *Language and Language Behavior Abstracts* have indicated plans for later publication of cumulative indexes.

The three relatively small, specialized abstracting publications in education, *College Student Personnel Abstracts*, *Educational Administration Abstracts*, and *Sociology of Education Abstracts*, have not published cumulative indexes.

Education Index publishes an annual cumulative volume as well as three cumulative issues, each of which includes the entries for the two previous issues, during the year. Until a few years ago, cumulative volumes covering a longer period were also published, but in recent years the size of the volume has become too large to allow such cumulations.

Other Types of Indexes

One other type of index has already been mentioned in connection with *Educational Administration Abstracts*. This is a journal index, which lists the entry numbers of all abstracts from each journal treated. *Educational Administration Abstracts* publishes a journal index in each issue, while *Sociological Abstracts* publishes a cumulative journal index for each volume.

Indexing Vocabularies Used

Several of the secondary publications use index terms derived directly from the document, while the others base their indexing on authority lists or thesauri. No secondary publications in the study used the same or closely related authority lists; this reflects both the specialization of the secondary publications and the lack of a single generally used vocabulary in education and related fields.

Three indexing vocabularies currently in use in the field of education are the *Education Index* list of subject headings, the Library of Congress subject headings for education, and the *Thesaurus of ERIC Descriptors* developed for use in the Educational Resources Information Center system of the U. S. Office of Education. Of these, the ERIC and *Education Index* terms have been developed for use in two secondary services, while the Library of Congress headings have been developed for use in book cataloging and reflect some different emphases.

Depth of Indexing

Information on the depth of indexing (the average number of index entries per article) was obtained from editors of the secondary publications and, wherever possible, the number of subject headings assigned by each secondary publication to the sample articles was determined. Complete information on the indexing of sample articles by most of the secondary publications could not be obtained, since it was impossible to determine whether all entries for the articles had been located in the subject indexes. However, the number of index entries actually located for the sample articles did tend to confirm the information supplied by the editors that most secondary publications index to a depth of two to four subject entries.*

Summary

As the results of the coverage and treatment analysis indicate, the main shortcoming in the secondary treatment of the periodical literature relating to education is simply that it is limited and incomplete.

While Education Index covers a number of relevant periodicals, its coverage excludes almost all journals from fields other than education, even though these produce a number of relevant articles, and, in terms of their wide use by people active in the field, are of importance to education. Also, Education Index does not presently cover education journals founded since about 1960.

Education Index's coverage within the journals it treats is comprehensive in that all articles appearing in the journals are indexed. However, since only citations are printed, the information on each article is restricted to the information provided by the title and the index heading under which it appears.

Although several abstracting publications scan the education literature, their coverage is highly selective: only articles within the specialized scope of the publication are abstracted. While several secondary publications abstract the literature relating to specialized areas within education, and others abstract the education literature as it relates to other fields (primarily psychology and sociology), no abstracting publication covers the field of education in any comprehensive way. Even in combination, the available abstracting publications do not cover the bulk of the literature in education. (As was shown in Table 16, only about one-third or 34.1% of the sample of articles studied were abstracted by one or more abstracting publications.)

The next chapter presents a discussion of features that would be desirable for a secondary service relating to education.

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* For a sample of 121 articles covered by Education Index, all index entries were located in the publication's files and the average depth of indexing was calculated. The mean indexing depth in Education Index for these sample articles was 3.0 terms. The median number of terms was 3, and the mode was 2.

CHAPTER III:

DESIRABLE FEATURES OF SECONDARY COVERAGE OF THE ENGLISH LANGUAGE PERIODICAL LITERATURE RELATING TO EDUCATION

Introduction

The first two chapters described the identification of a group of English language periodicals relating to education, and analyzed the coverage and treatment of these periodicals by the secondary publications currently available.

The present chapter describes some of the dimensions of the periodical literature relating to education, and discusses a series of features that would be desirable in the secondary coverage and treatment of this literature.

Dimensions of the Relevant Literature

The questionnaire survey identified a total of 342 periodicals that were read by two or more respondents and for which titles could be positively identified. Approximately half (181, or 53%) of these periodicals were wholly or primarily within the field of education.* This provides a basic list of periodicals relating to education, which could be used to develop a list of journals relevant for secondary coverage by services concerned with the educational literature. Modifications that could be made in the list to prepare an initial list for secondary coverage include addition of English language journals from other countries and journals from specialized areas within education, and elimination of some journals from other fields. A final working list of journals relevant for secondary coverage is expected to include approximately 350 to 400 journals, both within and outside education. On the basis of the distribution of journals in the readership list, it is estimated that approximately 55% of the journals will be primarily within education, and the other 45% will be journals from other fields that publish articles relevant to education.

The mean number of articles per year was calculated for education and other journals, based on the number of articles published annually in all the journals read by 10 or more survey respondents. The mean calculated for education journals was 80.8 articles per year (based on 67 journals); and for outside journals, 21.6 clearly relevant articles per year (based on 15 journals). Generally, an average of 75 to 80 articles per year was estimated for the education journals, and 20 to 25 clearly relevant articles per year for the other journals.

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* Including periodicals in areas such as educational psychology, sociology of education, and counseling and guidance journals primarily concerned with work in an educational setting.

These estimates were then used to calculate the likely range of clearly relevant articles per year (excluding less directly relevant articles and assuming no selection among relevant articles of varying quality). The total number of articles per year, calculated on the basis, was approximately 18,000 to 22,000.*

Desirable Features of Secondary Coverage of the Literature

The preceding chapter discussed quantitative shortcomings of the secondary (especially abstracting) coverage of periodical literature relating to education, in terms of the number of journals and articles covered by the available secondary publications.

Through the questionnaire survey, information was also collected on possible qualitative shortcomings of the coverage, as perceived by respondents who use secondary publications in their work.

Several items on the questionnaire asked about respondents' use of secondary services, including questions about ways in which they use abstracts, problems encountered in using the available secondary services, and general questions asking for any comments or recommendations. The responses to these questions indicate some of the ways in which information users are dissatisfied with the available coverage of the educational literature, and suggest a number of desirable features that could be incorporated in a secondary service for the field. These problems and features are discussed in the following sections of this chapter.

Before these are discussed, however, it should be noted that some respondents' comments indicate that, for at least some people, no major changes in the present coverage of the field may be necessary. These include (1) people who are satisfied with the present system; (2) those whose work does not require large amounts of information on the published literature in the field; (3) those who regularly obtain information through other means, such as current reading of journals or discussion with colleagues; and, possibly, (4) others who do not have the time to read the literature. Improved secondary services may be used by these groups and, to a large extent the creation of a new service may create a demand for it, but their needs for changes in available services may still be less than those of dissatisfied users of the available services.

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* The exact figures, based on the minimum and maximum figures given above are 17,560 to 22,100.

Some features of a comprehensive secondary service covering the periodical literature in education that seem very desirable according to comments of information users are described below.*

1. Coverage of Subjects and Journals

   A. Coverage of Broad Range of Subjects Within Education

   Some respondents listed specific subject areas they believed were inadequately covered by the available services, while several other respondents stated they did not use secondary publications because these do not provide comprehensive coverage. It seems clear that a secondary service for the whole field of education should cover the entire range of subjects in the field, and peripheral areas should probably be added when possible and in response to user demand.

   B. Coverage of a Number and Range of Relevant Journals

   Several respondents specified important journals not covered by one or another of the available secondary publications, particularly Education Index and Psychological Abstracts.

   C. Coverage of Non-Periodical Literature

   Several respondents mentioned the need for coverage of books, conference proceedings, and other non-periodical literature in education. While the present study has not been concerned with the non-periodical literature, it seems desirable that this literature be considered for coverage by any service in the field.**

2. Selection Procedures

   A. Consistent Procedures for Selection of Articles to be Covered

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* The number of respondents making most of the comments quoted were small, with most of the specific remarks made by ten or fewer respondents.

** Several of the present secondary publications cover at least some books, although Education Index does not cover any books other than annual publications.

The scope of any secondary service and the procedures for selecting relevant articles from partially relevant journals should be clearly specified and consistently applied. While few respondents commented specifically on this, several mentioned difficulty in using Psychological Abstracts because of "...limited and unpredictable coverage," and "Uncertainty as to whether it covers educational psychology adequately."

At the same time, the wide range of journals outside education read by questionnaire respondents suggests that the definition of scope must be a relatively broad one.

B. Selectivity

Several respondents commented on the lack of selectivity in Education Index's coverage, indicating that they found it time-consuming to check through a large number of articles on a topic to identify the substantive ones. For journals that publish a large number of general or derivative articles, it might be appropriate for a secondary service to select only major articles or articles presenting new information for coverage.

The question of whether judgments on the quality of articles should be part of a secondary publication's selection procedure is a difficult one. Particularly for any comprehensive secondary publication, quality judgments should probably not be emphasized when an article is selected. Information on the content of an article, such as whether it reports the results of a research study, may be a preferred alternative, since it helps the user make his own selection of articles.

3. Speed of Coverage (Time Lag)

As would be expected, various respondents said that time lag is a problem with one or more of the secondary publications they use. Although it is not possible to make a sharp distinction between acceptable and unacceptable time lags, relatively fast coverage seems clearly desirable.

4. Availability of Secondary Publication(s) or Service(s)

A. Access to Services (Location and Cost)

Several questionnaire respondents said they do not use secondary publications because they cannot obtain copies of them personally or through local libraries. Cost was specifically mentioned by several respondents and is an important factor since the use of any secondary publication will inevitably be restricted if it is not available at a price an individual user or small library can afford.

Access to the original document is a separate problem. Some respondents mentioned being frustrated by being unable to obtain copies of articles they had learned of through secondary publications. Some means of ensuring access to articles treated should be considered by comprehensive secondary services. In general, the less information a service provides on each document, the greater is the need for access to the document. That is, while an abstract may be useable as a substitute for an unavailable document, a citation alone can only direct a user to the document, and so has little use without availability of the document cited.

B. Availability of Information Through One or a Few Sources

The diffusion of relevant information was mentioned as a problem by several respondents, one of whom referred to "...the decentralized proliferation, e.g., too many sources reporting on the same information and often reporting differently."

The comment of several respondents that they do not have time to use secondary publications may also reflect problems caused by not having information available through one or a few sources.

C. Information on Available Secondary Services

Several respondents stated they do not make use of available services because they do not know about them. For any secondary service to be effective, information on how to gain access to it must be made available to potential users. Also, a secondary service could help meet some of the specialized information needs of its users by keeping them informed about the availability of other relevant services and publications.

5. Abstracts

A. Introduction

One questionnaire item asked respondents whether they felt it was necessary to their work to have abstracts, or whether citations would be sufficient in some or all cases. Most respondents answered that abstracts were necessary for their work. In response to further questionnaire items, a number of respondents described their use of abstracts.

B. Uses of Abstracts

Some of the main types of use for abstracts reported by questionnaire respondents were:

1. To obtain substantive information directly useable in their work. While some respondents reported that they frequently use abstracts in this way, others said they do so only when they have no time to do otherwise or when they do not have access to the original document.

2. To maintain general awareness of work being done in a field.

3. To determine whether one should read the original document. In these cases, reading the abstract provides the basis for making a judgment about the relevance of the document. Some questionnaire respondents said that abstracts were useful because titles alone do not always clearly indicate the topic or content of the paper.

4. To prepare bibliographies for use by students or others.

6. Indexing and Classification

A. Classification (Arrangement of Entries by Subject Within a Secondary Publication)

In commenting on their use of Research in Education (which does not have a classified arrangement of abstracts within each issue), several respondents indicated a need for the classification of entries by subject in a secondary publication. Without a classified arrangement of entries, a user cannot effectively scan sections of entries looking for ones relating to his interests. This problem is particularly acute in a secondary publication that is too large to permit easy scanning of all entries.

B. Indexing: Author Entries

The lack of author indexing in Education Index was described by several respondents as a major flaw; some said it made the publication nearly useless to them. While author indexing may not be considered necessary by many users of Education Index, other information users clearly feel there is a need for such indexing. Author entries should be regarded as a desirable feature for a secondary service that serves a wide range of information users in the field of education.

C. Indexing: Subject Indexing

Authority lists or thesauri: Some respondents indicated dissatisfaction with the indexing vocabularies in use in the available secondary publications. Generally, they felt that the vocabularies did not provide sufficiently specific terms in areas of interest to them. One respondent expressed a more general concern that indexing vocabularies begin to lose flexibility over time, and others noted the problems caused by the lack of common vocabulary and concepts in the different secondary publications they used. These problems are hardly unique to education, but they do suggest the need for frequent review and revision of any authority list or thesaurus used in treating the education literature. And, if information is available through multiple sources, some compatability among the indexing vocabularies used would be desirable.

Depth of indexing (number of terms assigned to each article): Difficulty in locating relevant articles because they were not indexed under all of the appropriate subject headings was mentioned by several respondents. The problem of incomplete indexing of documents is related to policies on depth of indexing and to vocabulary control in the indexing vocabulary. That is, if a large number of similar terms are available, it may not be possible to index consistently by assigning a small number of index terms to each document.

An additional problem in some indexing vocabularies is the inclusion of vague or extremely general headings, and headings that have very large numbers of entries (e.g., "tests and measurement," "student counseling")

Cross references among index terms: Several respondents said the lack of complete cross-references in the subject indexes of secondary publications made it difficult for them to locate needed information. This was noted as a particular problem by several users of Research in Education who do not have access to the ERIC thesaurus, since the cross-references among the thesaurus terms are not printed in the RIE subject indexes.

Cumulations of indexes: The lack of annual cumulative indexes was identified as a problem in the use of several secondary publications.

D. Summary: Classification and Indexing

Some arrangement of entries within a secondary publication, whether by subject area or alphabetically by author, is very desirable. For a secondary publication of any size, an arrangement by subject classification seems most effective in allowing scanning by users.

Both author and subject indexing should be done. The subject indexing should be deep enough to ensure that entries are consistently indexed under all major appropriate subject headings. The depth of indexing necessary for this purpose could be the subject of a specific study.

The indexing vocabulary should be flexible and should undergo frequent review to maintain currency in the vocabulary terms used. Cross-references among subject headings should be included in the index.

Index cumulations should be made if a secondary publication is to serve retrieval purposes over a long period of time.

Summary

Desirable features for the secondary coverage of the periodical literature relating to education include: (1) wide coverage of relevant literature appearing in journals within and outside education; (2) consistently applied procedures for selecting relevant articles; (3) availability of information through one or a few secondary sources and wide availability of these sources; (4) inclusion of abstracts for articles covered; (5) some means of access to the documents covered by the system; (6) classification of entries within a secondary publication; (7) author and subject indexing, using a subject indexing vocabulary that is frequently reviewed for currency and precision; and (8) currency in coverage (i.e., short time lag).

APPENDIX A.-- EDUCATIONAL SERIALS SURVEY QUESTIONNAIRES (PRETEST AND FINAL VERSIONS)

January 2, 1968

Herner and Company

Survey of Bibliographic Treatment of Educational Serials

INSTRUCTIONS: Please type or print. Attach additional pages as necessary, indicating the questions to which they apply.

Return completed questionnaire to:

Educational Serials Survey
HERNER AND COMPANY
2431 K Street, N.W.
Washington, D.C. 20037

I. BACKGROUND AND ACTIVITIES

A. What is your highest degree? ☐ BEd ☐ BA, BS ☐ MEd ☐ MA, MS ☐ PhD ☐ EdD ☐ Other (specify)______

B. Please check your first, second, and third most time-consuming work activities.

1	MOST time-consuming activity	☐ Teaching ☐ Administration ☐ Research [ ] Other (specify):____________________
2	SECOND most time-consuming activity	☐ Teaching ☐ Administration ☐ Research ☐ Other (specify):____________________
3	THIRD most time-consuming activity	☐ Teaching ☐ Administration ☐ Research ☐ Other (specify):____________________

If any work activities in addition to the three checked above take up a large amount of your working time, please list them below.

____

____

C. Which of your work activities is most demanding in terms of requiring you to seek information on the activities or research of others?

☐ Teaching ☐ Administration ☐ Research

☐ Other (specify):__________________________________

D. Please check the type of institution in which you are employed. (If you are employed in more than one, check the one in which you are employed the largest proportion of the time.)

☐ Elementary school ☐ Secondary school ☐ College or university
☐ Board of education or school system
☐ Other (specify): ____________________

E. What is currently your major subject matter or professional field:

☐ Education. Subfield: ____________________

☐ Psychology. Subfield: ____________________

☐ Sociology. Subfield: ____________________

☐ Other (specify): ____________________

Subfield: ____________________

II. USE OF PERIODICALS AND SERIALS

A. Please list below all the work-related periodicals and serials (including journals, newsletters, periodical bulletins, yearbooks, annual reviews, etc.) you have read or scanned regularly (practically every issue) during the past year.

____

____

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B. Please list any additional periodicals or serials you use occasionally or for special purposes, but do not see regularly.

____

____

____

III. USE OF ABSTRACTING/INDEXING PUBLICATIONS

A. Please check below the abstracting and indexing publications you have used during the past year, and indicate the ways in which you have used them.

	Way of using publication	
Publications used	Read or scan each issue for current awareness	Search past issues or volumes to locate specific information
☐ Child Development Abstracts and Bibliography	[ ]	[ ]
☐ College Student Personnel Abstracts	[ ]	[ ]
☐ Dissertation Abstracts	[ ]	[ ]
☐ Education Index	[ ]	[ ]
☐ Educational Administration Abstracts	[ ]	[ ]
☐ Psychological Abstracts	[ ]	[ ]
☐ Research in Education	[ ]	[ ]
☐ Sociological Abstracts	[ ]	[ ]
☐ Other(s) (please list):		
____________________	[ ]	[ ]
____________________	[ ]	[ ]
____________________	[ ]	[ ]
____________________	[ ]	[ ]
____________________	[ ]	[ ]

B. How many times have you used any (or any combination of) abstracting or indexing publications within the past year?

☐ 0 ☐ 1-4 ☐ 5-9 ☐ 10 or more

C. If you rarely or never use abstracting or indexing publications in your work, please briefly give your reasons.

____

____

____

IV. USE OF ABSTRACTS AS DIRECT SOURCES OF INFORMATION

Do you ever use abstracts instead of reading the original publications?

☐ Yes ☐ No

If you ever do use abstracts without consulting the original publication, for what reasons do you do so?

☐ if a paper is written in a foreign language

☐ if a paper is in English but copies of it are unavailable

☐ if an abstract shows a paper is not relevant to your interests

☐ if an abstract shows the quality of the paper to be inadequate

☐ if the abstract of a relevant paper contains all the information required for use in your work

☐ other reasons (specify)____________________________

____

V. SHORTCOMINGS IN ABSTRACTING/INDEXING PUBLICATIONS

A. Please describe any inadequacies in the coverage of subjects in which you are interested in the abstracting or indexing publications you have used in the past year.

Title of publication____________________________

Inadeq.____________________________________

Title of publication____________________________

Inadeq.____________________________________

B. Please describe any inadequacies in the type or quality of the abstracts in any abstracting publications you have used in the past year.

Title of publication____________________

Inadeq.____________________

Title of publication____________________

Inadeq.____________________

C. Please describe any inadequacies in the physical arrangement or location of abstracts or citations in the abstracting or indexing publications you have used.

Title of publication____________________

Inadeq.____________________

Title of publication____________________

Inadeq.____________________

D. Please describe any inadequacies in the indexing of the abstracting or indexing publications you have used in the past year.

Title of publication____________________

Inadeq.____________________

Title of publication____________________

Inadeq.____________________

E. Please list the titles of any abstracting or indexing publications that you have used in the past, but have not used in the past year, and give your reasons for not using them.

Title of publication____________________

Reason(s)____________________

____

Title of publication____________________

Reason(s)____________________

____

Your name (please type or print)______________________________

Position or title____

Institution or organization__________________________________

Business address____

City, state, zip code______________________________________

If you have any additional comments on the abstracting and indexing in education or have suggestions as to how they may be improved, we will be very interested to receive your suggestions. You are welcome to enclose them or to send them to the address listed on the front page of this questionnaire.

Thank you for your cooperation in completing this questionnaire.

Survey of Bibliographic Treatment of Educational Serials

HERNER COMPANY

INSTRUCTIONS

Please type or print. Attach Additional pages as necessary, indicating the questions to which they apply.

Return completed questionnaire to:

Educational Serials Survey
HERNER AND COMPANY
2431 K Street, N.W.
Washington, D.C. 20037

I BACKGROUND AND ACTIVITIES

A What is your highest degree? ☐ BEd ☐ BA, BS ☐ MEd ☐ MA, MS ☐ PhD ☐ EdD ☐ Other (*Specify*) ____________

B Are you currently studying for a degree or preparing a dissertation as part of the requirements for a degree?

☐ Yes ☐ No

C Please check your first and second most time-consuming work activities.

MOST time-consuming activity

☐ Teaching ☐ Administration ☐ Research

☐ Other (*specify*): ____________

SECOND most time-consuming activity

☐ Teaching ☐ Administration ☐ Research

☐ No second most time-consuming activity

☐ Other (*specify*): ____________

If any work activities in addition to the two checked above take up a large amount of your working time, please list them below.

____

____

____

D Which of your work activities is most demanding *in terms of requiring you to locate or read articles* appearing in journals and other periodicals or serials?

☐ Teaching ☐ Administration ☐ Research

☐ Other (*specify*): ____________

E Please check the type of institution in which you are employed. (If you are employed in more than one, check the one in which you are employed the largest proportion of the time.)

☐ Elementary school ☐ Secondary school ☐ College or university

☐ Board of education or school system

☐ Other (*specify*): ____________

F What is currently your major subject matter or professional field:

☐ Education. Subfield: ____________

☐ Psychology. Subfield: ____________

☐ Sociology. Subfield: ____________

☐ Other (*specify*): ____________

Subfield: ____________

(Please turn)

II USE OF PERIODICALS AND SERIALS

A Please list the titles of all the work-related periodicals and serials (including journals, newsletters, periodical bulletins, yearbooks, annual reviews, etc.) you have *read or scanned regularly* (practically every issue) *during the past year.*

B Please list the titles of any additional periodicals or serials you use occasionally or for specific purposes, *but do not see regularly.*

III USE OF ABSTRACTING/INDEXING PUBLICATIONS

A Please check below the abstracting and indexing publications you have used *during the past year*, and indicate the ways in which you have used them.

	Way of using publication	
Publications used (Check)	Read or scan each issue for current awareness	Search past issues or volumes to locate specific information
☐ Child Development Abstracts and Bibliography	☐	☐
☐ College Student Personnel Abstracts	☐	☐
☐ Dissertation Abstracts	☐	☐
☐ Education Index	☐	☐
☐ Educational Administration Abstracts	☐	☐
☐ Psychological Abstracts	☐	☐
☐ Research in Education (ERIC abstracting publication)	☐	☐
☐ Sociological Abstracts	☐	☐
☐ Other(s) (*please list*):	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

B Approximately how many times have you used any (or any combination of) abstracting or indexing publications during the past year? ____________

C If you rarely or never use abstracting or indexing publications in your work, please briefly give your reasons.

IV USE OF ABSTRACTS AND INDEX ENTRIES

A Do you ever use abstracts as a source of information without reading the original publications?

☐ Yes ☐ No

If you ever use abstracts as a source of information without reading the original publications, please describe the reasons for doing so and the ways in which you use the abstracts.

B Do you feel it is necessary for your work to have full abstracts of all papers, or would you be able to use citations [author, paper title, journal reference] without complete abstracts for some or all papers?

☐ Need abstracts for all papers
☐ Would find citations sufficient for all papers
☐ Would find citations sufficient in some cases or for some types of papers (please describe these specifically)

V SHORTCOMINGS IN ABSTRACTING/INDEXING PUBLICATIONS

A Please describe any inadequacies in *the coverage of subjects in which you are interested* in the abstracting or indexing publications you have used in the past year.

Title of publication
Inadequacy

Title of publication
Inadequacy

B Please describe any inadequacies in *the type or quality of the abstracts* in any abstracting publications you have used in the past year.

Title of publication
Inadequacy

Title of publication
Inadequacy

C Please describe any inadequacies in *the physical arrangement or location* of abstracts or citations in the abstracting or indexing publications you have used.

Title of publication
Inadequacy

Title of publication
Inadequacy

D Please describe any inadequacies in *the indexing* of the abstracting or indexing publications you have used in the past year.

Title of publication
Inadequacy

Title of publication
Inadequacy

(Please turn)

Please list the titles of any abstracting or indexing publications that you have used in the past, *but have not used in the past year*, and give your reasons for not using them.

Title of publication ______________________________

Reason(s) ______________________________

____

Title of publication ______________________________

Reason(s) ______________________________

____

YOUR NAME *(please type or print)* ______________________________

POSITION OR TITLE ______________________________

INSTITUTION OR ORGANIZATION ______________________________

BUSINESS ADDRESS ______________________________

CITY, STATE, ZIP CODE ______________________________

If you have any additional comments on the abstracting and indexing in education or have suggestions as to how they may be improved, we will be very interested to receive your suggestions. You are welcome to enclose them or send them to the address listed on the front page of this questionnaire.

Thank you for your cooperation in completing this questionnaire.

APPENDIX B.-- SAMPLING PROCEDURES USED IN EDUCATIONAL SERIALS SURVEY

The survey sample was drawn from the following sources, representing a range of Office of Education programs, with a range of types of activity and subject areas:

Pacesetters in Innovation, Volume I, 1967;
Research in Education (Reports Section), Issues 1 and 2, 1966; issues 1-12, 1967;
Current Project Information;
List of directors of ERIC Clearinghouses, R & D Centers, and Regional Educational Laboratories

The basic sampling interval used for the Title III projects was every third project, while every eighth project investigator and author of papers was selected for the final mailing. A proportionately larger sample of Title III projects was thus selected (one-third of Title III projects and approximately one-eighth of CPI project investigators and RIE document authors). This was necessary so that the size of the research-based sample would not far exceed that of the Title III sample. In addition, at the time the questionnaires were sent, no list of Title III projects initiated later than 1966 was available, while the CPI and RIE lists were very current; thus the Title III projects would have been further underrepresented if the same sampling interval had been used.

In order to avoid taking the same individuals twice in the pretest and final mailings, the pretest sampling procedures were designed to coordinate with the final sampling procedures and differed slightly from them. Since the lists used are relatively homogeneous in that large sections of them do not differ greatly from one another, it is not anticipated that the slight differences in procedure have affected the overall results. The procedures followed were:

Pretest: All Clearinghouse, R & D Center, and Regional Laboratory directors were sent a copy of the questionnaire. 108 investigators listed on projects in CPI were selected by taking every fifth person (counting both principal and second investigators, when listed) from the 550 most recent projects. The individual listed for 100 Title III projects, listed in Pacesetters in Innovation, was selected. After a check was made with an Office of Education staff member to be sure that there was no expected variation among sections of the overall list, a group of projects was selected from the middle and later section of the list in such a way as to avoid duplication in the final sampling. The projects with serial numbers in the 600's and 900's were selected, and two of every three projects were taken (i.e., every third project was skipped); this ensured that when the final sample of every third project was taken, duplication would not occur. In the pretest, three copies of the questionnaire were sent to the individual listed for each Title III project (the exact listing was, "For further information, contact . . ."). In the initial, individual pretesting of the questionnaire in the Washington area, it was found that some of the individuals listed were not themselves directly involved in the work of the project.

Because of this, the questionnaire recipient was asked to have the questionnaire filled out by the person or persons active in the work of the project, if he was not himself active in it. This was done to gain information on the use of periodicals by as wide a range as possible of Title III project personnel and to avoid the bias that might have been introduced by asking the questionnaire recipient to select the individual to respond. Questionnaires were sent to a total of 258 individuals in the three pretest groups.

Final mailing: An additional 356 Title III projects were selected, by taking every third project listed in *Pacesetters in Innovation*. Only one questionnaire was sent to each project in this mailing, since the three questionnaires sent on the pretest had caused some confusion and since relatively few multiple copies were returned in that mailing. Again, the recipient was asked to have the questionnaire completed by someone active in the project if he was not active in it himself. A total of 463 project investigators and report authors was selected by taking every eighth investigator listed in *Current Project Information* and every eighth author of a report listed in the first 14 issues of *Research in Education*.

APPENDIX C.-- ALPHABETICAL LIST OF PERIODICALS READ BY 2 OR MORE EDUCATIONAL SERIALS SURVEY RESPONDENTS

Title	No. of Readers
AAUP Bulletin	10
ACT Research Reports	2
Administrative Management	2
Administrative Science Quarterly	15
Adult Education	5
Adult Education (London)	2
Adult Leadership	5
AEDS Journal	3
Aerospace	2
Africa	3
African Studies	2
African Studies Bulletin	2
Agricultural Education Magazine	7
ALA Bulletin	5
American Annals of the Deaf	3
American Anthropologist	8
American Artist	3
American Behavorial Scientist	3
American Documentation	4
American Economic Review	4
American Education	35
American Educational Research Journal	99
American Forests	2
American Historical Review	4
American Institute of Planners Journal	3
American Journal of Mental Deficiency	15
American Journal of Orthopsychiatry	12
American Journal of Physics	2
American Journal of Psychology	2
American Journal of Sociology	17
American Mathematical Monthly	3
American Political Science Review	2
American Psychologist	73
American Scholar	2

American School Board Journal	30
American School and University	17
American Scientist	4
American Sociological Review	22
American Sociologist	7
American Speech	3
American Statistician	4
American Vocational Journal	24
Annals, The (American Academy of Political and Social Science)	7
Anthropological Linguistics	4
Archaeology	2
Architectural Record	3
Arithmetic Teacher	14
Art in America	3
Art Education	6
Art International	2
Art Journal	3
Art News	3
Arts and Activities	2
ASHA (American Speech and Hearing Assoc.)	6
AST Bulletin (Assoc. for Student Teaching Bulletin)	5
Atlantic Monthly	4
Audio Visual Instruction	31
Audobon Magazine	2
AV Communication Review	21
Aviation Week and Space Technology	2

Behavioral Science	3
Biblical Archaeologist	2
Biology Teacher	2
Bioscience	3
British Journal of Educational Psychology	3
British Journal of Philosophy of Science	2
Bulletin on Conservation Education	2

Bulletin of the Council for Research in Music Education	3
Business Automation	3
Business Education Forum	2
Business Week	7

California Journal of Educational Research	5
Canadian Journal of Linguistics	2
CBE Bulletin (Council for Basic Education)	2
Central States Speech Journal	2
Challenge	2
Chemical and Engineering News	3
Child Development	25
Childhood Education (ACEI)	16
Children	9
Clearing House	14
College Board Review	4
College Business	2
College Composition and Communication	6
College English	13
College Management	2
College and Research Libraries	3
College and University	2
College and University Business	4
Communications of the ACM	5
Comparative Education (Oxford)	3
Comparative Education Review (N.Y.)	3
Computers and Automation	2
Computers in the Humanities	2
Counselor Education and Supervision (ACES)	11
Craft Horizons	2
Current Anthropology	7

Daedalus	9
Data Processing Magazine	2
Data Processor	2
Datamation	6
Design Quarterly	2
Drama Review	4

Education	6
Education Age	10
Education Digest	34
Education and Training of the Mentally Retarded	2
Educational Administration Quarterly	18
Educational Broadcasting Review	2
Educational Forum	9
Educational Horizons	2
Educational Leadership	69
Educational & Psychological Measurement	18
Educational Psychology	2
Educational Record	4
Educational Screen and Audio-Visual Guide	9
Educational Technology	20
Educational Theatre Journal	2
Educational Theory	4
Electronics World	2
Elementary English	25
Elementary School Guidance and Counseling	3
Elementary School Journal	21
English Journal	22
E.P.I.E. Forum	5
ETC	3
Ethnology	3
Exceptional Children	35

Federal Probation	2
Film News	2
Folia Linguistica	2
Foreign Affairs	2
Foreign Language Annals	7
Fortune	3

Foundations of Language	5
French Review	5
General Linguistics	4
Georgia Psychologist	2
Glossa	4
Grade Teacher	11
Harper's	5
Harvard Educational Review	47
Hispania	5
Hornbook Magazine	3
Human Factors	2
Human Organization	4
Human Relations	2
Improving College and University Teaching	2
Industrial Arts and Vocational Education	12
Industrial and Labor Relations Review	3
Industrial Training International	2
Instructor	10
Instrumentalist	4
Integrated Education	2
International Journal of American Linguistics (IJAL)	14
International Journal of Psychiatry	3
IRAL - International Review of Applied Linguistics in Language Teaching	8
International Review of Community Development	2
International Review of Education	2
IRCD Bulletin (Information Retrieval Center on the Disadvantaged)	5

Journal of Abnormal Psychology	5
Journal of the Acoustical Society of America	5
Journal of African Languages	2
Journal of American History	2
Journal of American Oriental Society (AOS)	3
Journal of the American Statistical Association	3
Journal of Applied Behavioral Science	7
Journal of Applied Psychology	11
Journal of Clinical Psychology	5
Journal of College Student Personnel	9
Journal of Communication	2
Journal of Comparative and Physiological Psychology (JCPP)	3
Journal of Conflict Resolution	2
Journal of Consulting Psychology	14
Journal of Cooperative Extension	2
Journal of Counseling Psychology	22
Journal of Creative Behavior	11
Journal of Education	3
Journal of Education for Librarianship	2
Journal of Educational Administration (Australia)	3
Journal of Educational Data Processing	6
Journal of Educational Measurement	30
Journal of Educational Psychology	56
Journal of Educational Research	52
Journal of Engineering Education	2
Journal of Experimental Child Psychology	5
Journal of Experimental Education	8
Journal of Experimental Psychology	14

Journal of Experimental Social Psychology	4
Journal of Genetic Psychology	3
Journal of Health, Physical Education and Recreation (AAHPER)	5
Journal of Higher Education	4
Journal of Home Economics	3
Journal of Human Resources	10
Journal of Industrial Arts Education	2
Journal of Industrial Teacher Education	10
Journal of Linguistics	6
Journal of Marriage and the Family	2
Journal of Negro Education	2
Journal of Outdoor Education*	2
Journal of Personality	4
Journal of Personality and Social Psychology	14
Journal of Projective Techniques and Personality Assessment	2
Journal of Reading	20
Journal of Rehabilitation	2
Journal of Research and Development in Education	3
Journal of Research in Music Education (MENE)	6
Journal of Research in Science Teaching	7
Journal of School Psychology	4
Journal of Secondary Education	4
Journal of the SMPTE (Society of Motion Picture and Television Engineers)	2
Journal of Social Issues	7
Journal of Social Psychology	3
Journal of Special Education	5
Journal of Speech and Hearing Disorders	10
Journal of Speech and Hearing Research	11
Journal on State School Systems Development	3
Journal of Teacher Education (TEPS)	16
Journal of Verbal Learning and Verbal Behavior	11

Journal of West African Languages	2
Journalism Quarterly	2
Junior College Journal	11
Kaiser Aluminum News	3
Kappa Delta Pi Record	2
Language	22
Language Learning	6
Language and Speech	4
Laryngoscope	2
Library Journal	11
Library Quarterly	4
Library Resources and Technical Services	4
Lingua	5
Linguistics	5
Management Science	2
Mathematics Teacher	11
Mechanical Translation	4
Media and Methods	6
Mental Retardation	6
Merrill-Palmer Quarterly	6
Michigan Psychologist	2
Modern Language Journal	10
Modern Language Quarterly	2
Monographs of the Society for Research in Child Development	5
Monthly Labor Review	3
Museum News	2
Music Educator's Journal (MENC)	11
Music Journal	2

NAEB Journal (Educational Broadcasting Review)	6
NASSP Bulletin	38
National Elementary Principal, The (NEA)	22
Nation's Business	3
Nation's Schools	78
Nature Study	2
NEA Journal	162
NEA Research Bulletin	23
NEA Research Reports	3
Neurology	2
North Central Association Quarterly	3
NSPI Journal (National Society for Programmed Instruction)	3
Nursing Outlook	3
Nursing Research	3

Occupational Outlook Quarterly	6
Our Public Lands	2
Outdoor Teacher	2

Pacific Sociological Review	2
Perceptual and Motor Skills	4
Personnel and Guidance Journal	44
Phi Delta Kappan	161
Phi Kappa Phi Journal	2
Phonetica	2
Physics Teacher	3
Physics Today	3
PMLA - Publication of the Modern Language Association	13
Product Information for Schools	5
Product News	2
Progressive Architecture	2
Psychological Bulletin	34
Psychological Review	29

Psychology in the Schools	8
Psychology Today	27
Psychometrika	7
Psychonomic Science	5
PTA Magazine	5
Public Interest	3
Public Opinion Quarterly	8
Publication of the American Dialect Society	2

Quarterly Journal of Speech	3

Reading Improvement	2
Reading News Report	4
Reading Research Quarterly	16
Reading Teacher	39
Research Quarterly (of the A.A.H.P.E.R.)	2
Research in the Teaching of English	3
Review of Educational Research	99
Rural Sociology	5

Saturday Review	55
School Administration	3
School Arts	3
School Counselor	10
School Library Journal	2
School Management	58
School Musician	3
School Product News	9
School Review	3
School Science and Mathematics	3
School Shop	9
School and Society	5
Science	40
Science and Children	6
Science Education	5

Science Teacher	17
Science and Technology	3
Scientific American	23
Scientific Research	2
SDC Magazine	2
SEE (Self Enhancing Education)	2
Sky and Telecope	2
Slavic and East European Journal	2
Slavic Review	2
Social Education	16
Social Forces	7
Social Problems	4
Social Studies	2
Sociological Inquiry	2
Sociology of Education	12
Sociometry	3
Southwestern Journal of Anthropology	5
Soviet Education	2
Speech Monographs	3
Speech Teacher	3
SRIS Quarterly	6
Studia Linguistica	2
Studies in Art Education	4
Studies in Linguistics	3

Teachers College Record	17
Technical Education and Industrial Training (London)	2
Technical Education News	6
TESOL Quarterly (Teaching of English to Speakers of Other Languages)	4
Theory into Practice	11
Think	3
Training in Business and Industry	8
Training and Development Journal	3
Transaction	17

Urban Affairs Quarterly	2
Urban Education	2
Urban Review	3
Videobriefs	2
VISTA Volunteer	2
Visual Communications Instructor	3
Vocatio (Regional Voc. Educ. Publication)	2
Vocational Guidance Quarterly	17
Volta Review	6
Wall Street Journal	3
Wilson Library Bulletin	4
Winnower	2
Word	13
Young Children	4

APPENDIX D.-- DESCRIPTIONS OF SECONDARY PUBLICATIONS

Descriptions are included of the 10 secondary publications studied. These descriptions are based on information provided by the editors of the publications.

The descriptions were compiled in late 1967 and early 1968.

Title: Child Development Abstracts and Bibliography

Publisher: Published for the Society for Research in Child Development by
The University of Chicago Press

Address: 5750 Ellis Avenue
Chicago, Illinois 60637

Editor: Dale B. Harris
Address: Department of Psychology
Pennsylvania State College

First year of publication: 1927

No. of issues per year: 3 (two numbers in each issue)

Subscription cost: Domestic: $8.00
Western Hemisphere: $8.50
Other countries: $9.00

SUBJECT AREAS, AUDIENCE

1. Audience or subject areas of publication: Covers material relating to development from birth to maturity, published in a range of disciplines including medicine, psychology, sociology, and education.

2. Relevance of publication to education and educators: Many articles abstracted by the publication are relevant to education because of their concentration on childhood and adolescence. Some sections of Child Development Abstracts and Bibliography, particularly the section on Education and Educational Psychology, are specifically relevant to education, whereas sections such as Biology and Clinical Medicine and Public Health are the least directly relevant.

JOURNAL COVERAGE

1. Number of journals covered: 136, approximately 105 of which are in English.

2. Levels or difference in coverage of journals: Because of the interdisciplinary nature of the field, the journals covered are not categorized into different levels of relevance.

3. Selection of periodicals: Periodicals are suggested by the abstractors, the editor and the editorial board, and decided upon by the editor in conference with the editorial board.

TYPES OF PAPERS AND OTHER MATERIALS COVERED

1. Types of periodical papers included, excluded: Child Development Abstracts and Bibliography primarily abstracts reports of empirical research, but also includes some conference reports, theoretical papers, animal studies, and bibliographies if relevant. Material such as single case studies, interviews and editorials are specifically excluded.

2. Non-periodical materials covered: Books are covered in a separate section called 'Book Notices', which includes approximately 150 book notices in 1966. Book notices are intermediate in length between an abstract and a book review (250-300 words is the preferred length). A few government and technical reports are also covered.

3. Selection from partially-relevant periodicals: Abstractors select the papers from the journals for which they are responsible.

ABSTRACTS AND ABSTRACTING PROCEDURES

1. Number of abstracts per year: Approximately 550 articles were abstracted in 1966 (the total number of abstracts and book notices combined was 705). 628 entries through August 1967, 571 of them abstracts of articles.

2. Time lag: Six months to one year, depending on how fast the volunteer abstractors submit their abstracts to the editor.

3. Sources of abstracts: Most abstracts are written or adapted from available author abstracts by volunteer abstractors; approximately 10% of abstracts are prepared in the editorial office. The source of the abstract is indicated at the end of the abstract - e.g., "From Author's Summary," "Adapted from Author's Summary," or abstractor's initials and last name.

4. Type or function of abstracts: Abstracts are intended only to direct the reader back to the original publication. In the case of foreign journals, which may be unavailable to the reader, an effort is made to abstract papers more fully so that the abstract could, if necessary, be used in place of the original paper.

5. Abstract format: Abstracts are numbered and printed in a block format. The first author's address is included in the bibliographic citation and the source of the abstract indicated at the end.

INDEXING, CLASSIFICATION

1. Classification and arrangement of abstracts: The abstracts portion of the publication is divided into eight sections, with individual abstracts arranged alphabetically by first author within each section. Book notices are printed in a separate section.

2. Indexes

   a. Indexes in each issue: Each issue includes an author index.

   b. Cumulative indexes: The October-December issue (Numbers 5 and 6) includes a cumulative author index and the subject index for the volume.

3. Indexing procedures:

   a. Assignment of terms: The editor assigns all index terms, working from the prepared abstract.

   b. Source of terms: Index terms are derived from the document.

   c. Number of subject index terms assigned: Average of three.

ADDITIONAL NOTES, SPECIAL FEATURES OR SERVICES OF PUBLICATION

As noted above, Child Development Abstracts and Bibliography publishes a number of 'Book Notices', roughly equivalent to brief book reviews, each year. The publication's coverage is primarily restricted to the published literature: journal articles and books.

January 18, 1968

Title: College Student Personnel Abstracts

Publisher: College Student Personnel Institute

Address: 165 E. Tenth Street
Claremont, California 91711

Editor: Mrs. Emily A. Starr, Managing Editor
Address: College Student Personnel Institute
165 East Tenth Street, Claremont, California 91711

First year of publication: 1965 (October) No. of issues per year: 4

Subscription cost or conditions: U. S. and Canada: $14.00
Elsewhere: $14.50

SUBJECT AREAS, AUDIENCE

1. Audience or subject areas of publication: The publication abstracts material relating to college students and student services. Material on curriculum or faculty is not covered.

2. Relevance of publication to education and educators: For specialized group within education.

JOURNAL COVERAGE

1. Number of journals covered: 112 (as of Summer 1967)

2. Levels or difference in coverage of journals: A list of 'Journals regularly reviewed' is published; journals are not divided by level of relevance. According to the statement of abstracting policy in the publication, "The sole basis for selection of material to be abstracted is relevance . . ."

3. Selection of periodicals: English-language journals in the fields of education, sociology, and psychology are covered if they are likely to carry articles on college students or student services. Some Canadian and other foreign English-language journals are covered, but none in languages other than English.

TYPES OF MATERIALS COVERED

1. Types of periodical papers included; excluded: "Annotated bibliographies and extensive reviews or summaries . . . will be described without abstracting of content." (from statement of abstracting policy).

2. Non-periodical materials covered: Unpublished and published reports of research projects, conference proceedings, papers read at professional meetings are abstracted.

3. Selection from partially-relevant periodicals: Based on relevance only (no qualitative selection made). Articles are included if they can be classified under one of the subject headings employed in College Student Personnel Abstracts -- that is, are relevant to students and student services. Preliminary selection

is made by abstractors (graduate students) with final selection made by editorial staff having specialized subject knowledge.

ABSTRACTS AND ABSTRACTING PROCEDURES

1. Number of abstracts per year: 1040 abstracts were published in volume 2, although a number of these were of non-periodical material.

2. Time lag: Generally, six months or less, but may be as high as nine months to a year. The minimum lag is two months.

3. Sources of abstracts: Abstracts are written by the staff and graduate students at College Student Personnel Institute. Author or journal abstracts are not used.

4. Function of abstracts: "Abstracts are intended to be sufficiently extensive and informative to provide the essential content of the material abstracted." Abstracts contain no evaluation.

5. Abstract format: Abstracts are printed in a block form. The first author's location is given in italics at the end of the abstract. Starting with volume 2, the abstracts are numbered, with the number appearing below the abstract. Abstracts range in length from approximately 100-150 words to a full page. The abstractor's initials appear below the abstract.

INDEXING, CLASSIFICATION

1. Classification and arrangement of abstracts: In volume 2, abstracts are classified into a total of 72 main sections and subsections by subject. (In volume 1, 59 main sections with no subsections were used.) Within each section or subsection, they are arranged alphabetically by author.

2. Indexes

   a. Indexes in each issue: Starting with volume 2, each issue includes author and subject indexes. (Volume 1 had no subject index.) The subject index utilizes terms used in the classification system, as well as additional ones. Indexes refer to a page (which generally includes two or three abstracts) rather than one specific abstract.

   b. Cumulative indexes: None

3. Indexing procedures:

   a. Assignment of terms: Index terms are assigned by the Managing Editor and Librarian. The indexing is done from the abstract rather than the original document.

   b. Source of terms: Abstracts are classified according to subject headings used in the research library of the College Student Personnel Institute.

c. Number of subject index terms assigned: May be as high as five per paper (which may include the classification heading as a subject heading), though it is difficult to determine, since the subject headings in the index refer to a page of abstracts rather than to individual abstracts. The average number of terms is three.

ADDITIONAL NOTES, SPECIAL FEATURES OR SERVICES OF PUBLICATION

"Periodically, abstracts of articles on a particular topic that have appeared over a two or three year period will be collected and published separately."

June 19, 1968

Title: dsh Abstracts (Deafness, speech, and hearing)

Publisher: Deafness Speech and Hearing Publications, Inc.; a joint venture of the American Speech and Hearing Association and Gallaudet College.

Address: Gallaudet College
Washington, D. C. 20002

Editor: Dr. Jesse Villarreal
University of Texas at Austin

First year of publication: 1961 **No. of issues per year:** 4

Subscription cost: $7.00 per year in the United States
$8.00 per year elsewhere

SUBJECT AREAS, AUDIENCE

1. Audience or subject areas of publication: Covers an interdisciplinary area, abstracting literature relevant to different aspects of deafness, speech and hearing.

2. Relevance of publication to education: Relevant to specialized areas within education, particularly the diagnosis and treatment of speech and hearing disorders.

JOURNAL COVERAGE

Approximately 365 journals are covered; slightly over half of these are published in the United States.

TYPES OF PAPERS AND OTHER MATERIALS COVERED

In addition to journal articles, some books are abstracted, including certain textbooks and workbooks. Proceedings and other published conference reports are also covered.

ABSTRACTS AND ABSTRACTING PROCEDURES

1. Number of abstracts per year: 1966 - 1,801 abstracts. 1967 - 2,063 abstracts.

2. Sources of abstracts: Author Abstracts and specially prepared abstracts are both used.

3. Abstract format: Abstracts are numbered and are printed in a block format with the first author's address following his name. The source of the abstract or the abstractor's name is listed at the end of the abstract.

INDEXING, CLASSIFICATION

1. Classification and arrangement of abstracts: Abstracts are arranged under five main headings (Hearing; Hearing Disorders; Speech; Speech Disorders; and 'General'), divided into secitons with different subheadings. Abstracts are arranged alphabetically by author within each section.

2. Indexes

   a. Indexes in each issue: Author and subject indexes appear in each issue.

   b. Cumulative indexes: Cumulative author and subject indexes for the year appear in the last issue of the year.

February 20, 1968

Title: Education Index

Publisher: H. W. Wilson Company

Address: 950 University Avenue
Bronx, New York 10452

Editor: Edwin B. Colburn
Vice President and Chief of Indexing Services

First year of publication: 1929 No. of issues per year: 10

Subscription cost or conditions: Based on size of subscribing library.

SUBJECT AREAS, AUDIENCE

1. Audience or subject areas of publication: Education

2. Relevance of publication to education and educators: Education Index is the only American abstracting or indexing publication that is concerned exclusively with education and is not restricted to specific areas within the field.

JOURNAL COVERAGE

1. Number of journals covered: Approximately 175 periodicals, plus another 15 yearbooks and other serials. A total of 191 titles is covered. All are in English.

2. Levels or difference in coverage of journals: Journals covered are not divided into levels or covered differently.

3. Selection of periodicals: Voting lists of journals are prepared by a committee of librarians every few years and are sent to subscribers, who vote for journals they think should be covered.

TYPES OF MATERIALS COVERED

1. Types of periodical papers included; excluded; All substantive articles, plus editorials and correspondence are indexed. News notes are not indexed.

2. Non-periodical materials covered: Approximately 15 yearbooks, reports, bulletins and proceedings are included in the list of serials covered.

3. Selection from partially-relevant periodicals: All articles in a journal are indexed, with the exception of certain forms of entries, as listed above.

ABSTRACTS AND ABSTRACTING PROCEDURES

1. Number of entries per year: Possibly 15,000 different articles (37,000 entries) as a very rough estimate.

2. Time lag: If issues of periodicals are received promptly, they are normally indexed in the next month's issue of Education Index.

3. Indexing done by: Three indexers, working in the editorial office of Education Index

4. Source of terms: Terms are taken from Education Index's list of subject headings

5. Types of index headings: Documents are indexed only under subject headings. There are no author entries.

6. Form of index entry: Complete citations of articles appear under each subject heading assigned. Entries are arranged alphabetically by title of paper under each subject heading. No annotations are made.

7. Number of subject index terms assigned: An average of between two and two and one-half.

8. Cumulations: Three issues each year (Nos. 4, 7, and 10) include the entries published in the two preceding issues. Yearly cumulations are also made. Cumulations of two or three-year periods were made until 1963. None have been made since then.

January 18, 1968

Title: Educational Administration Abstracts

Publisher: The University Council for Educational Administration

Address: 65 South Oval Drive
Columbus, Ohio 43210

Editor: W. D. Knill
Address: Department of Educational Administration, Faculty of Education
The University of Alberta, Edmonton, Canada

First year of publication: 1966 No. of issues per year: 3

Subscription cost or conditions: $10.00 per year in the U. S. and possessions

SUBJECT AREAS, AUDIENCE

1. Audience or subject areas of publication: Educational administration.

2. Relevance of publication to education: Relevant to a specialized area within education.

JOURNAL COVERAGE

1. Number of journals covered: 90

2. Levels or difference in coverage of journals: A list of 'Journals Reviewed for Abstracting' is published in each issue. The journals are not divided into levels of interest.

3. Selection of periodicals: The original list was drawn up by the committee that started the publication. "Those journals which dealt with education, the social sciences, or administration which were deemed to have articles relevant to educational administration were selected." Section editors suggest periodicals to be added and periodicals from which an insufficient number of articles are abstracted in a year are dropped.

TYPES OF PAPERS AND OTHER MATERIALS COVERED

1. Types of periodical papers included; excluded: Reports of research studies, reviews of research discussions of problems and issues and other types of papers are included.

2. Non-periodical materials covered: None

3. Selection from partially-relevant periodicals: The section editor, who is responsible for approximately 8 journals, selects the articles to be abstracted.

ABSTRACTS AND ABSTRACTING PROCEDURES

1. Number of abstracts per year: 1966 - 707 abstracts. First two issues of 1967 - 421 abstracts.

2. Time lag: The publication has a policy of not abstracting articles more than six months old, with an additional two months for preparation of the issue of Educational Administration Abstracts making a total of up to eight months time lag.

3. Sources of abstracts: Approximately 75% are expected to be prepared by volunteer abstractors, with the remainder being author abstracts.

4. Type or function of abstracts: The abstracts are generally intended to direct the reader back to the original paper, though the section editor may request that an abstract be made complete enough to be used in place of the original publication. Evaluation of the paper by the abstractor is not requested, but evaluations made by the abstractors may be left in at the discretion of the section or general editor.

5. Abstract format: Abstracts are numbered and printed in a block format. The abstractor's full name and the code number of any section headings from which the abstract is referenced are included at the end of the abstract. The author's location is not included.

INDEXING, CLASSIFICATION

1. Classification and arrangement of abstracts: The publication is divided into four main sections, each with 8-10 subsections. Abstracts are numbered and arranged alphabetically by author within each subsection.

2. Indexes

   a. Indexes in each issue: Each issue contains 1) an author index, 2) a journal index listing the journals from which papers were abstracted in that issue and, for each journal, the identification numbers of the abstracts. There is no subject index, though each abstract may be referenced as a 'related abstract' from other sections.

   b. Cumulative indexes: None in Volume 1 (1966).

3. Indexing procedures:

   a. Assignment of terms: The section editor assigns each abstract to one major section, and may indicate other sections under which the abstract's identification number is to be listed.

   b. Source of terms: The list of headings was drawn up by the committee that initiated the publication.

   c. Number of subject index terms assigned: An average of two headings, in addition to the main subject classification, is assigned to each abstract.

ADDITIONAL NOTES, SPECIAL FEATURES OR SERVICES OF PUBLICATION

As noted above, there is no subject index in the publication, though the system of cross-referencing between sections may serve some of the same functions. Author indexing was initiated in Volume 1, No. 2; source journal indexing was started with Volume 2, No. 3.

February 21, 1968

Title: Language and Language Behavior Abstracts

Publisher: Appleton-Century-Crofts Division of Meredith Corporation, New York, and Mouton & Co., n.v., The Hague.

Editor: Harlan L. Lane, Executive Editor. Edited at the Center for Research on Language and Language Behavior (CRLLB), University of Michigan, Ann Arbor Michigan, in collaboration with Bureau pour l'Enseignement de la Langue et de la Civilisation Françaises a l'Etranger (BELC), Paris.

Subscription cost or conditions: $22.50 (or equivalent)

SUBJECT AREAS, AUDIENCE

1. Audience or subject areas of publication: Language and language behavior. The scope of this publication is intended to be interdisciplinary, covering work done in linguistics, psychology, and other fields.

2. Relevance of publication to education and educators: Some sections of the publication and several of the periodicals covered are specifically relevant to education, while many more are peripherally relevant. Of the 22 sections, the ones on educational psychology and applied linguistics seem most directly relevant, while others such as psycholinguistics, sociolinguistics, psychology of learning and speech pathology also contain abstracts of relevant articles. Material relevant to verbal development generally and in the classroom, to the teaching of languages, and to several special education areas is covered.

JOURNAL COVERAGE

1. Number of journals covered: Approximately 650 (in more than 20 languages, according to a statement in the publication).

2. Levels or difference in coverage of journals: Journals are not formally arranged into levels by relevance, though relevance is considered in the process of screening articles.

3. Selection of periodicals: The journals originally selected for coverage were taken from the lists of journals covered by Psychological Abstracts and other secondary publications, and from suggestions made by CRLLB, library, and psychology department staff at the University of Michigan.

TYPES OF MATERIALS COVERED

1. Types of periodical papers included; excluded: Research reports, theoretical and other papers are included, as are review papers, bibliographies, book reviews and other types of material; editorials are normally excluded.

2. Non-periodical materials covered: Non-periodical materials, including unpublished documents, are covered.

3. Selection from partially-relevant periodicals: The editor has the main responsibility for screening articles for relevance.

ABSTRACTS AND ABSTRACTING PROCEDURES

1. Number of abstracts per year: 2875 abstracts were published in 1967. The number of abstracts per issue increased through 1967, with 1090 abstracts being published in Issue 4. There are plans to publish more than 4000 abstracts per year.

2. Time lag: Three or four months.

3. Sources of Abstracts: Abstracts are prepared at both CRLLB and BELC, with all English-language journals covered by CRLLB. When available, journal abstracts are used, and these account for approximately 75% of all abstracts published.

4. Type or function of abstracts: Abstracts vary in length from citations only or one- or two-sentence notes to longer, more complete abstracts. All abstracts are in English. Abstracts are primarily intended to direct readers back to the original paper and are non-evaluative.

5. Abstract format: Abstracts are printed in a block format, with author, author's address, document title and citation at the top, including an English translation of the title and name of the original language if the article appeared in a language other than English. All titles are given in Roman characters; titles originally in non-Roman orthography appear only in transliteration and translated form. Citations and abstracts are printed wholly in upper-case letters. Abstracts are not numbered and the source of each abstract is not indicated.

INDEXING, CLASSIFICATION

1. Classification and arrangement of abstracts: Abstracts are divided into 22 sections.

2. Indexes

   a. Indexes in each issue: An author index appears in each issue.

   b. Cumulative indexes: The cumulative indexes for the 1967 volume are to be published separately.

3. Indexing procedures:

   a. Assignment of terms: Index terms are assigned by two indexers, one in psychology and one in linguistics.

   b. Source of terms: A 4000-term thesaurus is planned for use in literature searches through a computer-based retrieval system. The thesaurus is to be published by Appleton-Century-Crofts. No subject indexes were published in 1967.

   c. Number of subject index terms assigned: Average - 5; maximum - 14.

ADDITIONAL NOTES, SPECIAL FEATURES OR SERVICES OF PUBLICATION

"Selective access to the literature in language and language behavior will be provided, in the near future, by means of a computer based information retrieval system. The user of this system will be able to obtain lists of articles, and their abstracts, that are relevant to a topic he specifies, using coordinate index terms selected from a four thousand term thesaurus soon to be published by Appleton-Century-Crofts." (Statement appearing in Volume 1, No. 4, October 1967 issue)

February 16, 1968

Title: Mental Retardation Abstracts

Publisher: National Clearinghouse for Mental Health Information
National Institute of Mental Health

Editor: Lemar J. Clevenger
Director, Mental Retardation Abstracts Project
American Association on Mental Deficiency
1601 West Broad Street
Columbus, Ohio 43223

First year of publication: 1964

Subscription cost or conditions: U.S., Canada and Mexico - $3.00
Other countries - $3.75
Free to professional workers actively engaged in the field of mental retardation.

SUBJECT AREAS, AUDIENCE

1. Audience or subject areas of publication: Mental retardation. Journals from fields such as medicine, genetics, biochemistry, architecture, education, social work and psychology are covered.

2. Relevance of publication to education and educators: Parts of *Mental Retardation Abstracts* are relevant to the education of the mentally retarded and other areas in special education. The section on education is divided into three subsections: 1) Philosophy, Administration and Supervision, and Facilities, 2) Curricular Provisions, Materials, and Techniques, and 3) Professional Training and Certification of Teachers. Other sections, such as Mental Processes, Language and Speech, and others also contain abstracts of pertinent articles.

JOURNAL COVERAGE

1. Number of journals covered: Approximately 170 journals are listed as having been scanned for relevant articles. Of these, 150 or more publish in English.

2. Levels or difference in coverage of journals: Journals publishing 5 or more relevant articles are received in the editorial office and processed from there; journals publishing fewer relevant papers are scanned thoroughly but not subscribed to by the office. Additional ones are covered through use of other abstracting and indexing publications.

3. Selection of periodicals: Based on the number of pertinent articles per volume.

TYPES OF MATERIALS COVERED

1. Types of periodical papers included; excluded: Any types of papers relevant to mental retardation are covered, including research studies, case histories, general and theoretical papers, and program descriptions.

2. Non-periodical materials covered: Books and book chapters, textbooks and manuals, proceedings, and published and unpublished reports are covered.

3. Selection from partially-relevant periodicals: All articles are selected by the editor, with articles of marginal relevance being referred to an advisory board.

ABSTRACTS AND ABSTRACTING PROCEDURES

1. Number of abstracts per year: 1966 - 2340. 1967 (through issue 2) - 1032.

2. Time lag: Approximately four months.

3. Sources of abstracts: Except in rare cases, abstracts are prepared by a staff of abstractors located outside the editorial office.

4. Type or function of abstracts: Abstracts are intended to be informative, since some of the documents covered are not easily available, but are not intended to be used in place of the original publication. Abstracts are nonevaluative.

5. Abstract format: Abstracts are printed in a block format, approximately four to a page. The abstract appears below the citation and includes the abstractor's initials and last name. The address of the paper's author appears below the abstract.

INDEXING, CLASSIFICATION

1. Classification and arrangement of abstracts: Abstracts are grouped into sections and subsections by subject. Within a section they are not arranged alphabetically.

2. Indexes

   a. Indexes in each issue: Each issue contains both author and subject indexes.

   b. Cumulative indexes: Cumulative author and subject indexes appear in the last issue of the volume.

3. Indexing procedures:

   a. Assignment of terms: Terms are assigned by the abstractor and checked by the editors.

   b. Source of terms: Terms are derived from the individual document.

   c. Number of subject index terms assigned: Average of 30.

ADDITIONAL NOTES, SPECIAL FEATURES OR SERVICES OF PUBLICATION

A review of the literature or selective bibliography, or both, appear in each issue of Mental Retardation Abstracts.

Abstracts are also put into the over-all National Clearinghouse for Mental Health Information computer-based storage and retrieval system.

February 20, 1968

Title: Psychological Abstracts

Publisher: American Psychological Association
1200 17th Street, N. W.
Washington, D. C. 20036

Editor: Philip J. Siegmann
American Psychological Association

First year of publication: 1927 No. of issues per year: 12

Subscription Cost or Conditions: $30.00 per volume
$30.50 for foreign subscriptions

SUBJECT AREAS, AUDIENCE

1. Audience or subject areas of publication: Psychology and related disciplines.

2. Relevance of publication to education and educators: Abstracts of papers relevant to education appear in a number of sections of Psychological Abstracts, and specific sections such as Educational Psychology are directly relevant to education.

JOURNAL COVERAGE

1. Number of journals covered: Approximately 320 are reviewed regularly, and a total of approximately 515 are abstracted at least occasionally.

2. Levels of difference in coverage of journals: Journals are divided into '100% relevant' (195 journals, from which all articles are abstracted), 'Highly relevant' (127 journals, which are reviewed regularly but not all articles are abstracted), and 'Peripheral' (additional journals, copies of which were infrequently received or were examined only when brought to the attention of the Editorial Office). Most wholly-relevant English-language journals and a number of highly relevant ones are received and abstracted in the Editorial Office; others are covered by outside volunteer abstractors.

3. Selection of periodicals: New or additional journals to be covered are recommended by various sources.

TYPES OF MATERIALS COVERED

1. Types of periodical papers included; excluded: Discussion papers, reports of research, theoretical papers, case histories, and other types of papers are included, as are comments on others' papers, substantive editorials and letters, review papers and conference reports. Book reviews and news notes are not covered.

2. Non-periodical materials covered: Theses abstracted in Dissertation Abstracts are cited; books are cited and the contents listed or the general content briefly described; and technical reports are abstracted.

3. Selection from partially-relevant periodicals: Volunteer abstractors select the papers from the journals assigned to them. Additional papers, from peripherally relevant journals, are abstracted when received by or brought to the attention of the Editorial Office.

ABSTRACTS AND ABSTRACTING PROCEDURES

1. Number of abstracts per year: 1966 - 13,622. 1967 - 17,202. 1968 - project 20,000.
2. Time lag: Approximately three months for core journals, longer for less-relevant ones.
3. Sources of abstracts: Abstracts are prepared by four abstractors located in the Editorial Office, and 180 volunteer abstractors located outside the Editorial Office. The majority of abstracts are edited journal or author abstracts.
4. Type or function of abstracts: Abstracts are nonevaluative, and are not intended to be used in place of the original publication.
5. Abstract format: Abstracts are printed in a block format, with the text of the abstract directly following the citation. Authors and titles are set in boldface type. The source of the abstract is indicated at the end of the abstract. Abstract length is limited by the requirements of the computer-based storage system employed by *Psychological Abstracts*.

INDEXING, CLASSIFICATION

1. Classification and arrangement of abstracts: Abstracts are numbered and are divided into sections and subsections. Within a section, abstracts are arranged alphabetically by first author.
2. Indexes:
   a. Indexes in each issue: Author and subject indexes appear in each issue.
   b. Cumulative indexes: Cumulative author and subject indexes appear as Part 2 of Issue 12, the December issue, of each year. In the cumulative subject index, each entry under a subject heading includes a phrase describing the content of the original document.
3. Indexing procedures:
   a. Assignment of terms: Terms are assigned by indexers, not by the abstractor.
   b. Source of terms: Terms are selected from an authority list.
   c. Number of subject index terms assigned: Approximately 3-5, on an average.

ADDITIONAL NOTES, SPECIAL FEATURES OR SERVICES OF PUBLICATION

All abstracts are stored on computer tape, and issues of the journal are printed from the computer tape.

In 1968, Psychological Abstracts will publish two six-monthly cumulative indexes (in issues 6 and 12). There will be no 12-months cumulation of the indexes.

For journals published by the American Psychological Association, abstracts are prepared from the journal page proofs.

February 19, 1968

Title: Sociological Abstracts

Publisher: Sociological Abstracts, Inc.

Address: 2315 Broadway
New York, N. Y. 10024

Editor: Leo P. Chall
Sociological Abstracts, Inc.

First year of publication: 1953

No. of issues per year: 8 (including index issue, which is published in the following year).

Subscription cost or conditions: $100

SUBJECT AREAS, AUDIENCE

1. Audience or subject areas of publication: Sociology and related disciplines.

2. Relevance of publication to education and educators: Some articles relevant to education are abstracted in different sections of Sociological Abstracts, and there is a section on Sociology of Education.

JOURNAL COVERAGE

1. Number of journals covered: Approximately 600-650 journals are listed in 1965, though no articles were abstracted from a number of them.

2. Levels or difference in coverage of journals: Journals are divided into three levels: Type 1 - journals in sociology (core journals), Type 2 - journals from various related fields, and Type 3 - general journals and journals from the humanities. Type 1 journals are fully abstracted; Types 2 and 3 journals are selectively abstracted. Approximately 100 journals, approximately 40 of which are in language other than English, are considered core sociological journals.

3. Selection of periodicals: New journals in the field are added at intervals.

TYPES OF MATERIALS COVERED

1. Types of periodical papers included; excluded: Reports of research, research notes, theoretical and other discussion papers, review papers, and annotated bibliographies are abstracted; materials such as book reviews and letters to the editor are excluded.

2. Non-periodical materials covered: Books, chapters from symposia, government reports and other non-periodical materials are covered. About 90% of the abstracts are of the periodical literature.

3. Selection from partially-relevant periodicals: Articles directly pertinent to sociology and articles by sociologists are covered; selection is made by a person familiar with the subject matter of sociology.

ABSTRACTS AND ABSTRACTING PROCEDURES

1. Number of abstracts per year: 1966 - 5,171 abstracts. 1967 - 5,434 abstracts.

2. Time lag: 6-9 months for core English-language journals, 10-14 months for core foreign-language journals.

3. Sources of abstracts: Approximately 54% of 1966 abstracts were author or journal abstracts, with an additional 38% prepared by the Sociological Abstracts staff. Some abstracts are also reprinted from such publications as International Political Science Abstracts and Religious and Theological Abstracts. A very small number are prepared by volunteer abstractors (.2%).

4. Type or function of abstracts: Abstracts are supposed to include enough information for the reader to understand the problem discussed or investigated, the methods or procedures used, and the conclusions of the author. Abstracts are never intended for use in place of the original publication and are nonevaluative in nature.

5. Abstract format: Abstracts are numbered and printed in a block format, with the citation indented.

INDEXING CLASSIFICATION

1. Classification and arrangement of abstracts: The publication is divided into sections and subsections, with the abstracts arranged alphabetically by first author within each block.

2. Indexes

   a. Indexes in each issue: Only an author index is printed in each issue.

   b. Cumulative indexes: The last issue of each volume, published eight months or more after the end of the year, is a cumulative index issue for the year. It includes 1) author, 2) subject, and 3) periodical indexes for the volume. In the periodical index, all periodicals examined are listed and, for each periodical, the identification numbers of abstracts from it are listed.

3. Indexing procedures:

   a. Assignment of terms: Index terms are assigned by the abstractor. The editor assigns abstracts to sections of the publication.

   b. Source of terms: The abstractor underlines words and phrases in the abstract that he feels are descriptive of the content. The index terms are derived directly from the text of the abstract.

   c. Number of subject index terms assigned: Average of 4

ADDITIONAL NOTES, SPECIAL FEATURES OR SERVICES OF PUBLICATION

Sections of Sociological Abstracts are also issued as Information Files and are available separately.

Sociological Abstracts plans to develop a computer-based system in the future.

January 17, 1968

Title: Sociology of Education Abstracts

Publisher: School of Education, University of Liverpool; and Departments of Social Science and Adult Education, and Department of Sociology, at Edge Hill College of Education

Address: University of Liverpool, School of Education
19 Abercromby Square, Liverpool 7, England

Editor: D. F. Swift, Ph.D.
Address: University of Oxford, Department of Education
15 Norham Gardens, Oxford, England

First year of publication: 1965 No. of issues per year: 4

Subscription cost: Individuals - $4.00
Institutions - $7.00

SUBJECT AREAS, AUDIENCE

1. Audience or subject areas of publication: "The aim of the service is to provide help in organizing current professional reading . . . .", rather than to provide complete, archival listings. Basically, the publication covers sociological studies on education, with increasing emphasis by the third volume on studies in major areas of educational concern such as educational and vocational guidance and education of the culturally disadvantaged.

2. Relevance of publication to education: Relevant to a specialized interdisciplinary area in education.

JOURNAL COVERAGE

1. Number of journals covered: 136 (listed in Volume 2, 1966), about 23 of which are not in English. Includes a number of U.S., as well as British, Commonwealth, and European (Scandinavian, French, German, Dutch, Eastern European, and Soviet) journals.

2. Levels or difference in coverage of journals: Journals are divided into levels of relevance (though a list of journals covered has not been published) based on the judgment of the abstractor responsible for the journal. Foreign language journals have been covered more haphazardly, though there are plans to cover all the core journals in major languages.

3. Selection of periodicals: Based on searching the literature; the decision to drop a journal is made by the editor on the recommendation of the abstractor.

TYPES OF PAPERS AND OTHER MATERIALS COVERED

1. Types of periodical papers included, excluded: Research papers, review papers and bibliographies are all included.

2. Non-periodical materials covered: Books, selected by a special editor, are also abstracted. The aim of the service is to cover approximately 200 books a year. Chapters in books, conference reports, and some whole issues (i.e., not separate articles) of foreign-language journals are abstracted.

3. Selection from partially-relevant periodicals: Selection is made by the abstractor responsible for the journal.

ABSTRACTS AND ABSTRACTING PROCEDURES

1. Number of abstracts per year: 1965 - 237 abstracts. 1966 - 374 abstracts. First 2 issues of 1967 - 195 abstracts. Abstracts are primarily of periodical articles, though perhaps 20% may be of books, chapters, other non-periodical materials.

2. Time lag: approximately 3 months.

3. Sources of abstracts: Primarily from volunteer abstractors, with some journal abstracts as well.

4. Type or function of abstracts: The abstracts are not intended to be used as a substitute for reading the original paper. Some evaluation is implied by such means as a decision not to abstract a document, but explicit evaluations of content are not made.

5. Abstract format: While a number of abstracts are presented in a block format, the basic abstract format for the journal has the body of the abstract broken down into such sections as 'Problem', 'Discussion' and 'Conclusion', or 'Problem', 'Hypotheses', 'Subjects', 'Method', 'Results' and 'Discussion'. These headings appear on the left side of the page with the corresponding text set to the right of them. Abstracts are numbered and the abstractor's initials appear at the end of the abstract. The code numbers of the index headings under which abstract is listed are printed below the abstract.

INDEXING, CLASSIFICATION

1. Classification and arrangement of abstracts: Issues are not divided into sections. Within each issue, abstracts are numbered and arranged alphabetically by first author.

2. Indexes

   a. Indexes in each issue: Each issue has two subject indexes: 1) Education Study Areas Index, 2) Sociological Study Areas Index. Each abstract is indexed at least once in each index. There is no author index.

   b. Cumulative indexes: None.

3. Indexing procedures

   a. Assignment of terms: Index terms are assigned by the abstractor.

   b. Source of terms: Terms are selected from two authority lists. The Education Study Areas Index is based on the list of research areas used in the Phi Delta Kappa publication, National Register of Educational Researchers. The Sociological Study Areas Index is from Alex Inkeles, What is Sociology?

   c. Number of subject index terms assigned: Ranges from 1 to 6 for each basic subject area. Some articles have as many as 10 subject index terms.

APPENDIX E.-- LIST OF JOURNALS FROM WHICH SAMPLE ARTICLES WERE SELECTED FOR SECONDARY TREATMENT ANALYSIS

AAUP Bulletin
Administrative Science Quarterly
Adult Education
Adult Leadership
American Education
American Educational Research Journal
American Journal of Mental Deficiency
American Journal of Orthopsychiatry
American Journal of Sociology
American Psychologist
American School Board Journal
American School and University
American Sociological Review
American Vocational Journal
Arithmetic Teacher
Audiovisual Instruction
AV Communication Review

British Journal of Educational Psychology

Canadian Education and Research Digest
Catholic Educational Review
Child Development
Childhood Education
Clearing House
College English
Comparative Education Review
Counselor Education and Supervision

Education Age
Education Digest
Educational Administrative Quarterly
Educational Leadership
Educational and Psychological Measurement
Educational Technology
Elementary English
Elementary School Journal
English Journal
Exceptional Children

Grade Teacher

Harvard Educational Review

Industrial Arts and Vocational Education
Instructor
International Journal of American Linguistics (IJAL)
International Review of Applied Linguistics in Language Teaching (IRAL)

Journal of Applied Behavioral Science
Journal of Applied Psychology
Journal of College Student Personnel
Journal of Consulting Psychology
Journal of Counseling Psychology
Journal of Creative Behavior
Journal of Educational Administration
Journal of Educational Measurement
Journal of Educational Psychology
Journal of Educational Research
Journal of Experimental Psychology
Journal of Higher Education
Journal of Human Resources
Journal of Industrial Teacher Education
Journal of Personality and Social Psychology
Journal of Reading
Journal of Secondary Education
Journal of Speech and Hearing Disorders
Journal of Speech and Hearing Research
Journal of Teacher Education
Journal of Verbal Learning and Verbal Behavior
Junior College Journal

Language
Library Journal

Mathematics Teacher
Modern Language Journal
Music Education Journal

NASSP Bulletin
National Elementary Principal
Nation's Schools
NEA Journal
NEA Research Bulletin

Personnel and Guidance Journal
Phi Delta Kappan
PMLA
Psychological Bulletin
Psychological Review
Psychology Today

Reading Research Quarterly
Reading Teacher
Review of Educational Research

Saturday Review
School Counselor
School Management
School Review
Science
Science Teacher
Scientific American
Social Education
Sociology of Education

Teachers College Record
Theory into Practice
Trans-Action

Vocational Guidance Quarterly

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RETRIEVAL TERMS

Periodicals, Information Dissemination, Information Utilization, Documentation, Indexing, Abstracting, Indexes (Locaters), Surveys, Questionnaires

IDENTIFIERS

ABSTRACT

A study was conducted to identify English language periodicals relating to education, to analyze the coverage and treatment of the periodical literature pertinent to education by available abstracting and indexing publications, and to identify any deficiencies in that treatment. A basic list of 357 periodicals, approximately 55% of which were wholly within the field of education, was compiled through use of a questionnaire survey. A sample of articles was selected, and an analysis was made of their treatment by ten secondary publications, including Education Index, Psychological Abstracts, Educational Administration Abstracts, and Sociological Abstracts. Education Index, the only purely indexing publication studied, covered the largest number of periodicals within education, and cited all articles published in the journals it covered. The nine abstracting publications covered a wider range of journals outside education, but were selective in their treatment of articles in the journals they covered. An additional qualitative analysis of the secondary coverage of the education literature was made, based on survey respondents' descriptions of their use of secondary publications, and a series of desirable features for secondary coverage of the literature were developed.